# The Standards Assessment Continuum

The **Standards Assessment Continuum** has been designed to provide examples of the types of skills teacher education students may display at the relevant level of their teacher education progression.

Examples have been created using placement report comments for teacher education students and the New South Wales Education Standards Authority (NSWESA, or the Authority) Evidence Guide as part of the Framework (these examples are in green). It is an ever-evolving document and will be updated regularly.

The Standards Assessment Continuum provides examples only and they should be treated as indicators, not as the only form of assessment for a teacher education student. The idea is to assist placement assessment of the teacher education student as having not met, partially met, met or exceeded the required level of teaching in relevant areas. By observing actions and teaching practice of the teacher education student, the supervising teacher will be able to gauge where the student is in terms of their teaching development.

Four-year degrees will usually contain four placements, equating to roughly one placement per year. The last placement is a graduating placement where the teacher education student will be required to demonstrate competency at the Graduate Level of all the Australian Professional Standards for Teachers. It is not expected teacher education students will be at the Proficient Level by the end of their teacher education course, however, a column has been added to assist supervising teachers with assessment of students at the Graduate Level if they believe the teacher education student is exceeding the Graduate standards.

All feedback and suggestions are welcome at peo@une.edu.au.

**Four-Year Degree Continuum Examples**

|  | **Graduate Teacher Standard descriptor** | **First Placement** | **Second Placement** | **Third Placement** | **Graduate Placement** | **Working towards proficient** |
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| **1** | **KNOW THE STUDENTS AND HOW THEY LEARN** | | | | | |
| **1.1.1** | **Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning** | - Acknowledges the school environment as a place where learners may be diverse in abilities and culture yet unite in learning goals whilst striving to achieve educational outcome  - Is introduced to the different stages of social, physical and cognitive development and becomes familiar with key traits that determine these phases of growth.  - Identifies how resources for learning are chosen effectively when they have relevance to students’ personal lives, thus establishing a connected and inclusive learning environment | - Connects with the students early in the placement by establishing a rapport through a planned introductory activity  - Activelyinterested in students and seeks information about them; is available to assist the students  - Begins to see the relationship between students’ social, emotional and cognitive development and how this affects their capacity to learn  - Begins selecting resources with developing awareness of students’ cognitive, physical and social stages of development. | - Seeks information about individual and whole-class needs from the supervising teacher. Considers these needs when planning across all Key Learning Areas/subjects  - Demonstrates a capacity for working in a school setting with a realistic perspective of how students are impacted by the environment in which they learn  - Recognises the different stages of cognitive development in students and plans accordingly | - **Identifies students’ specific physical, social and intellectual learning needs**  **- Communicates and interacts in ways appropriate to students’ development stages**  **Makes modifications to delivery depending on students’ physical, social and intellectual development**  **- Considers and makes modifications to the learning environment depending on physical, social and intellectual development**  **- Uses a variety of resources to account for the learning style and needs of students**  **- Plans differentiated work for students (modified and extension)** | - Pre-tests students to determine learning needs and how to engage them effectively  - Works with students’ prior knowledge and individual characteristics as a springboard for planning and modes of lesson delivery  - Using stage/age appropriate meta-language to teach new concepts |
| **1.2.1** | **Demonstrate knowledge and understanding of research into how students learn and the implications for teaching** | - Observes, discusses and reflects upon how underpinning educational theories explain how students learn differently  - Observes the class and recognises when students are engaged or disengaged during a lesson  - Considers why effective planning and teaching facilitates quality learning in the classroom  - Recognises that students will learn more effectively when they trust and connect with their teacher  - Explores how and why research into learning can determine educational trends | - Learns names quickly; interacts with students in a variety of situations; takes an active interest in individual students and seeks information about them; makes him/herself available to assist the students; writes notes  - Begins to understand why clear goal-setting is essential for successful learning outcomes  - Explores ways to set goals for a range of learning outcomes  - Is organised in approach to working with students and acknowledges the importance of structure and forward planning as an integral part of effective teaching | - Is aware of different learning preferences and makes allowances for them  - Organises the classroom environment to engage learners and provide a dynamic, creative and safe space for learners  - Promotes in the student a sense of connectedness with what is being taught to aspects of their own lives | **- Applies knowledge of current research to inform teaching strategies**  **- Applies knowledge of research on how students’ skills, interests and prior achievements affect learning**  - Provides students with a learning environment that facilitates focussed, innovative and inspired learning | - Guiding students to gain understandings, form opinions and make deductions through discovery/research-based learning. |
| **1.3.1** | **Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds** | - Is introduced to the concept of diversity  - Studies ways in which a school setting can be set up as an inclusive, supportive environment  - Explores the philosophies and beliefs of various cultures, religions and socio-economic backgrounds | - Considers cultural and socio-economic background of students and is aware of diversity through varied planning and teaching  -Asks questions about students and writes note  - Acknowledges that  sometimes students need to be guided to appreciate diversity amongst their peers and integrates this concept into the daily pastoral care of the class | -Delivers lessons linking learning to previous student knowledge and their background  - Applies strategies to ‘bring out the best’ in students who are considered to be from diverse backgrounds  - Encourages students to acknowledge and respect everyone’s differences and interact with their peers in an inclusive and equitable manner | - **Uses effective questioning or other techniques to engage students from diverse backgrounds**  **- Plans for and respects the diversity of all students within the classroom**  **- Uses culturally sensitive resources, language and strategies in teaching practice**  **- Presents controversial issues in a sensitive manner**  **- Encourages students to express and explore their values and** **attitudes in a sensitive manner** | - Effective modelling of language to a diverse range of learners through appropriate strategies (e.g. visual cues, handwriting, stories) |
| **1.4.1** | **Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds** | - Asks questions about how students from a wide range of cultural or linguistic backgrounds may be supported within a school setting  - Studies Aboriginal and Torres Strait Islander perspectives and history  - Identifies what systems are in a place in a school that facilitate maximised learning outcomes for Aboriginal and Torres Strait Islander students | - Asks questions about teaching Aboriginal and Torres Strait Islander students; seeks strategies to engage these students and assist in their development  - Begins to incorporate Aboriginal and Torres Strait islander perspectives into planning when appropriate | -Asks questions about teaching Aboriginal and Torres Strait Islander students; demonstrates abilities to engage these students and assist in their development  - Plans and delivers content from an Aboriginal and Torres Strait Islander perspective and selects appropriate resources | **- Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance**  **- Integrates culturally sensitive resources, language and strategies in teaching practice** | - Acknowledges cultural diversity by modifying or enriching tasks  - Facilitates rich learning experiences (such as excursions, performances, visiting speakers, camps and on-site training) to acknowledge and include cultural identity |
| **1.5.1** | **Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities** | - Is introduced to the concept of differentiation in planning and its importance across all educational settings and sectors  - Engages in discussions about various strategies for differentiation  - Begins to understand how and why students may respond differently to specific teaching methods | - Works with syllabus documents to plan learning outcomes for a range of abilities  - Is guided by the supervising teacher to identify the learning needs of individuals in the class and consider strategies to assist in achieving learning goals  - Explores the use of pacing and timing in lessons as well as varied dynamics within a lesson to enhance learning  - Begins to plan with an understanding of how clear lesson goals (for individual students and the whole class) facilitate greater outcomes for all learners | -Delivers lessons and attempts to differentiate content by adjusting teaching, scaffolding learning for different abilities and by grouping students  - Selects strategies to enhance learning and maintain engagement of students  - Uses appropriate pacing and timing techniques in order to achieve successful learning outcomes  - Plans with an increasing awareness of how to differentiate activities to meet the needs of a variety of learners  - Questions learners to check for students’ understanding about what is being taught  - When appropriate, uses peer tutoring to enhance student productivity so that all students have an opportunity to complete set tasks | **- Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/ objectives and which meet the specific learning needs of students across the full range of abilities**  **- Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students**  **- Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff**  - Supports students’ learning by employing a range of teaching styles to meet the needs of the class  - Adapts and amends planning when students require additional support or enrichment  - Regularly summarises (and when necessary repeats) new learning concepts to consolidate students’ understandings | - Consolidates students’ theoretical understandings through practical examples |
| **1.6.1** | **Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability** | - Studies a range of policies and procedures relating to disability and equality  - Observes how teachers liaise with parents of students with disabilities with a focus on specific needs relating to safety and hygiene | - Asks questions about teaching students with disability, seeks strategies to engage these students and assist in their development  - Seeks information about support systems in a school for students with a disability  - Studies examples of Risk Assessment, Duty of Care and Hygiene/Health and Safety policies used to support students with a disability when there is an excursion or special event in a school | - Demonstrates increasing ability to engage students with a disability and plans with the intent to assist in their development  - Locates suitable resources within a school to support students with a disability  - Adopts a sensitive approach to ensuring the inclusion of a student with a disability into regular classroom activities when planning | **- Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students’ diverse learning needs**  - Is intent upon establishing and maintaining an appropriate support system for students in the class with a disability and willingly works with the wider community to ensure the student is presented with every opportunity to succeed in their learning  **- Develops a sequence of learning experiences that support the learning of all students with a disability**  **- Complies with disability legislative requirements**  **- Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities** | - Mindfully creates a classroom environment that supports successful learning outcomes for students with disabilities.  - Is highly aware of policies and regulations relating to teaching students with disabilities and uses them as a framework when planning/programming |
| **2** | **KNOW THE CONTENT AND HOW TO TEACH IT** | | | | | |
| **2.1.1** | **Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area** | - Asks questions about content and begins to explore syllabus documents  - Analyses and studies the Australian Curriculum and notes the way in which outcomes are sequenced to ensure academic growth and development  - Understands how a teacher’s strong content knowledge promotes trust in students and provides them with solid groundings when learning new concepts or skills | -Shares own knowledge and asks to look at curriculum and other resources  - Delivery of content to students demonstrates growing command of subjects  - Uses the Australian Curriculum for planning and begins to produce lesson outcomes that instil deepening content knowledge in all students | - Demonstrates breadth of content knowledge and links this to syllabus requirements and a range of teaching strategies (e.g., Bloom’s Taxonomy, Multiple Intelligences)  - Teaches content specific to the subject area with increasing ability to provide learners with rich, in-depth information about a topic  - Ensures students understand what is taught by delivering content through a broad knowledge about a topic or subject | **- Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g., differentiated curriculum, collaborative learning, ICT, higher-order thinking) that link to syllabus outcomes/ objectives**  **- Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents** | - Competently imparts information to students about a specific topic and strives to update skills and methods of content delivery  - Facilitates students making real-life connections to concepts being studied |
| **2.2.1.** | **Organise content into an effective learning and teaching sequence** | - Is introduced to syllabus outcomes as a means of tracking students’ academic growth and development  - Understands that effective learning is a result of carefully planned and sequenced lessons  - Deconstructs planning templates and examples and considers the introduction, middle and conclusion of a lesson as integral to sequential learning | - Examines examples of planning and programming and uses these documents to assist with creating effective lesson plans  - Teaches lessons using appropriate resources  - Explores the concept of Scope and Sequence in school departmental programming | - Teaches a lesson, or a series of lessons that are age appropriate, logically sequenced, relevant, well organised and engaging  - Planning/programming clearly indicates an understanding of how scope and sequence map out the completion of topics and units through ‘scaffolded’ learning  - Plans with increasing understanding of how to bring about student development and academic growth in a subject | **Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content**  **- Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students**  **-** Planning and programming demonstrates the ability to adapt lesson outcomes to enrich students’ understanding about a concept  - Revisits concepts when required to consolidate a topic for the whole class or for individual students | - Can amend or adapt existing planning/programming to ensure core concepts are understood by students  - Planning encourages students to establish connections with prior knowledge and experience deeper understandings |
| **2.3.1** | **Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans** | - Is introduced to different examples of assessment  -Analyses common examples of student assessment then learns how it is used to track student progress  - Observes how criteria is used to track student progress.  - Observes how criteria can be used as ongoing, responsive assessment. | - Observes how the supervising teacher uses different types of assessment to record and monitor student development  - Understands that continuum-based assessment is designed to facilitate consistency in a teacher’s evaluation of students in a class | - Demonstrates an understanding of the central concept of the lessonin planning  - Planning incorporates beginning use of summative and formative assessment tasks  - Uses pre-assessment tasks to assess where students are in their cycle of learning and then plans accordingly | **- Designs assessments which show clear links to the teaching and learning program and reporting cycle**  **- Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes**  **-** Creates innovative assessment tasks where the student is encouraged to demonstrate deepening knowledge  - Works with the supervising teacher to learn the skill of writing student school reports  - Begins learning the process of student moderation | - Uses criteria for responsive, ongoing assessment. |
| 2.4.1 | **Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages** | - Is introduced to aspects of Aboriginal and Torres Strait Islander heritage and culture  - Acknowledges the significance of Aboriginal and Torres Strait Islander culture in Australian history. | - Demonstrates an awareness of Aboriginal and Torres Strait Islander perspectives and their place in the wider community | - Includes Aboriginal perspectives in lessons  - Mindfully works to build rapport and trust with Torres Strait Islander and Aboriginal students | **- Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages**  - Instils an appreciation in all students about Torres Strait Islander and Aboriginal culture and history through a variety of digital mediums.  - Explores available networks and community support for Aboriginal and Torres Strait Islander students.  - Promotes intercultural understandings where applicable in classroom activities and projects. | - Empowers Aboriginal and Torres Strait Islander students by guiding them towards successful learning.  - Undertakes professional learning opportunities to gain deeper insight into the Aboriginal or Torres Strait Islander psyche. |
| 2.5.1 | **Know and understand literacy and numeracy teaching strategies and their application in teaching areas** | - Understands that competent skills in Literacy and Numeracy are an integral part of the teaching profession  - Uses games as an engaging strategy to help students develop skills in Numeracy  - Observes effective and accurate modelling of literacy (e.g. grammar, punctuation) across all subject areas.  - Examines how children/students are encouraged to voice ideas early in their education as means of formulating fundamental communication skills | -Develops knowledge of Literacy and Numeracy teaching strategies through professional discussion and begins to reflect this knowledge in lesson plans  - Works to model accurate skills in Literacy and Numeracy  - Uses correct language when teaching students (written and oral)  - Encourages students to take pride in their work and assists them in developing the skill of proofreading and editing as a steadfast means of producing quality work | - Demonstrates an understanding of the use of a Literacy and Numeracy continuum of skills when planning  - Provides feedback to students about written composition, use of grammar and punctuation across all subject areas  - Supports students in accessing texts effectively and developing comprehension skills  - Teaches students the skills of proofreading and editing in order to produce quality work  - Adopts a cross-curricular approach to Literacy and Numeracy when programming a unit of work | **- Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student’s knowledge, understanding and/or teaching strategies to support students’ literacy and/or numeracy achievement**  **- Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students’ literacy and/or numeracy needs**  **-** Encourages students to use their knowledge of Literacy concepts to produce creative and quality work  - Assists students with developing their skills to construct, communicate and interpret meanings for a range of purposes | - Assists with the analysis and comprehension of unfamiliar or complex texts through collaborative deconstruction with the class as a whole, or with individual students. |
| **2.6.1** | **Implement teaching strategies for using ICT to expand curriculum learning opportunities for students** | - Understands that ICT can be successfully integrated across all subject areas as a tool for enhanced learning outcomes  - Is introduced to a variety of ICT resources currently used in schools  - Develops the skills to work confidently with ICT in the classroom  - Learns about current digital systems, media programs and ICT resources used in schools to support student learning | -Begins to explore a variety of ICT resources to support student learning  - Explores the use of multi-modal resources to target specific learning needs or enrich student outcomes  - Collaborates with the supervising teacher to prepare ICT resources that are relevant to students’ learning needs | - Uses a range of digital resources and tools in ways that enable deeper engagement with curriculum and support a range of approaches to learning  - Is increasingly adept at working with a range of technological resources and programs and is able to guide students how to use them  - Successfully embeds ICT activities and resources into planning  - Uses ICT for the purpose of creative planning, accurate assessment, recording and monitoring of students  - Uses ICT programs to encourage self-directed learning where appropriate | **- Develops teaching and learning lesson plans/programs that link to syllabus outcomes/ objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (e.g., project-based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software)**  **-** Provides students with guidelines and boundaries for safe use of technology, especially social media  - Encourages students to become responsible, digital citizens  - Uses ICT for the purpose of teaching distance students and providing them instant feedback  - Selects interactive resources designed to assist students improve their learning outcomes | - Creates learning opportunities where students are engaged through interactive, multi-modal resources to enrich them and consolidate their understandings.  - Sets tasks for students to present research through multimodal animation.  - Uses interactive virtual spaces to engage students and promote creativity and digital skills. |
| **3** | **PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING** | | | | | |
| **3.1.1** | **Set learning goals that provide achievable challenges for students of varying abilities and characteristics** | - Is introduced to ‘goal-setting’ as a way of encouraging effective learning for students within a specific time-frame  - Can work with students of all abilities in small-group activities  - Observes teaching strategies and how goals are used to achieve outcomes | - Discusses the idea of ‘goal-setting’ with the supervising teacher and considers the ways in which teachers create goals to produce learning outcomes | - Plans lessons that include learning outcomes for the range of abilities in the class  - Targets specific learning needs of students by setting realistic goals to ensure that students maintain their interest and engagement when learning new concepts | **Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities**  **- Differentiates curriculum in lesson plans**  **- Knows when students have or have not attained a learning goal** | - Creates goals for individual students to stimulate their engagement according to their specific needs and interests  - Encourages students to set their own goals for learning |
| **3.2.1** | **Plan lesson sequences using knowledge of student learning, content and effective teaching strategies** | - Learns how to create lessons through prior knowledge of students’ learning and abilities  - Observes/studies examples of lesson sequencing where smooth transitions between lessons are evident so that students can meet objectives and optimal learning outcomes are achieved | -Asks questions about how lesson plans detail outcomes, content, teaching and assessment strategies and timing  - Reflects a knowledge of the teaching and learning cycle  - Can organise planning into logical steps sequential learning  - Engages students through questioning and discussions to promote deeper thinking and self-deduction | - Writes lesson plans that detail outcomes, content, teaching and assessment strategies and timing  - Planning reflects knowledge of the teaching and learning cycle and includes lesson evaluation and self-reflection.  - Plans with an understanding of the importance of linear sequencing for consolidation of content  - Is well-prepared for lessons and incorporates students’ learning styles and supportive resources as part of the planning process | **- Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing, in consultation with the supervising teacher**  **- Utilises the host school’s scope and sequences and content overviews to plan appropriate lessons**  **- Reflects with their supervising teacher on lesson/unit delivery to enhance student learning**  **- Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences**  **- Takes into account the supervising teacher’s feedback in relation to content and student management to plan future learning** | - Pre-tests students on existing knowledge when designing learning sequences and plans  - Draws upon academic expertise in a specific subject area and includes this in their planning to enrich students’ learning  - Uses the strategy of independent learning to encourage students to gain understandings through peer collaboration |
| **3.3.1** | **Include a range of teaching strategies** | - Is introduced to a range of styles of teaching and strategies for classroom organisation and management  - Acknowledges that different teaching strategies can be used in numerous contexts  - Understands why careful planning should be central to all classroom activities  - Observes how teachers revisit concepts as a means of assisting students’ to build their skills and knowledge-base | - Selects and uses teaching strategies and resources to support the learning goals of the lesson, appropriate to the KLA/subject  - Understands the importance of students’ participating actively in their learning and is keen to develop strategies to motivate passive learners  - Works collaboratively with the supervising teacher to learn how to use appropriate teaching strategies to engage learners | - Selects and uses teaching strategies and resources to support the learning goals of the lesson, appropriate to the KLA/subject, ensuring teaching is explicit  - Uses positive feedback to encourage learners  - Encourages students to work collaboratively and not just under the sole guidance of the teacher  - Is beginning to teach students how to take responsibility for their own learning and achievements  - Leads class discussions about new concepts and problem solving  - Challenges students to problem-solve independently through investigation, research and discussion | **- Draws upon pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as classroom management**  **- Demonstrates the ability to plan and incorporate a range of teaching strategies**  **- Includes an extended range of teaching strategies**  - Provides students with ample opportunities and time to consolidate knowledge through a range of activities  - Promotes meta-cognition amongst students to facilitate deeper understandings and critical thinking  - Simplifies concepts by revisiting and ‘pulling apart’ information in order to make it easier to understand | - Draws on a range of routines, activities and games to engage students  - Encourages students to adopt positive learning behaviours and an organised approach to study |
| **3.4.1** | **Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning** | - Observes how a resource-rich teaching environment can facilitate inspired learning  - Uses a Professional Experience Folder to collect resources during professional experience  -Observes how providing students with a range of rotational activities can sustain engagement and encourage self-directed learning | - Selects or creates appropriate resources for student learning  - Creates own resources for teaching | - Seeks out a variety of resources to effectively enhance student engagement  - Provides students with a range of well-planned rotational activities to sustain engagement and promote self-directed learning | **- Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice**  **- Uses a variety of technologies to engage students**  **- Uses resources appropriate to student developmental levels and manages resources professionally**  **- Accesses and uses curriculum support materials effectively**  - Modifies learning materials to best activate individual students’ learning preferences  - Plans hands-on activities to empower learning through self-discovery | - Uses small group and whole class investigations to promote a deeper understanding of the topic that underpins a lesson |
| **3.5.1** | **Demonstrate a range of verbal and non-verbal communication strategies to support student engagement** | - Observes how teachers employ verbal and non-verbal communication in order to provide a well-balanced learning environment | - Speaks clearly, models acceptable speech and speaks directly and concisely to students  - Is friendly yet professional towards the students  - Uses positive reinforcement and clear non-verbal signals to enhance students’ engagement | - Speaks clearly, models acceptable speech, directly and concisely; is friendly yet professional and communicates explicitly about learning goals  - Uses verbal and written instructions to engage the different types of learners in the class  - Responds effectively to questions and comments; clearly states instructions and explanations; questioning techniques are well developed  - Is developing a consistency of practice which underpins all classroom activities and enables effective teaching | **- Uses effective oral and written communication skills, including the promotion of Standard Australian English**  **- Effectively uses vocabulary and metalanguage to develop conceptual understanding**  **- Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding**  **- Acknowledges and logically develops student responses in an inclusive manner**  **- Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students’ level or stage**  **- Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for student engagement and management** | - Strives to interpret non-verbal cues from students to support their learning.  - Balances a noisy, dynamic classroom with a range of non-verbal cues/instructions to create more ‘quiet’ learning time.  - Establishes orderly routines through effective communication to maintain classroom boundaries and support student understanding and participation |
| **3.6.1** | **Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning** | - Is introduced to the complex nature of effective planning and reflective evaluation, and why consideration of students’ prior knowledge is integral to this process | - Willingly accepts constructive feedback about implemented lessons  - Understands the correlation between well-structured planning and positive learning outcomes for students | - Writes lesson plans that incorporate appropriate assessment approaches such as questioning and observation  - Actively self-reflects on teaching and adjusts teaching accordingly*.* | **- Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment**  **- Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class**  **- Informs students by accessing and deconstructing explicit quality criteria for assessment**  **- Reflects on lesson to inform future planning and improve pedagogy**  **- Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning** | - Participates in departmental, stage and whole school reviews about planning and programming  - Supports colleagues by mentoring them and providing recommendations about their planning and programming  - Implements feedback about planning through collaboration with colleagues and own considerations about students’ outcomes |
| **3.7.1** | **Describe a broad range of strategies for involving parents/carers in the educative process** | **-** Observes how teachers can instil student trust and enhance their learning outcomes through positive communication and liaison with parents/carers | - Acknowledges the importance of parents/carers being informed about their child’s education  - During professional experience, introduces oneself to parents/carers via email, blog in a school newsletter, or introductory letter | - When appropriate,communicates with parents/carers through the use of school newsletters and provides feedback to parents/carers face-to-face or over the phone  - Is mindful that parents may be encouraged to participate in some classroom activities and plans accordingly | **- Encourages parents/carers to visit the classroom and school**  **- Interacts professionally and respectfully with parents/carers**  **- Connects school learning to the home context**  **- Draws on resources within the community to enhance lesson/unit content**  **- Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities**  **- Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers**  **- Describes strategies for involving parents/carers in the educative process** | - Adopts a transparent approach to what is being taught so that parents/carers can participate holistically in their child’s education  - Collaborates with parents/carers to negotiate a way forward if a student has become disengaged in the learning process |
| **4** | **CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS** | | | | |  |
| **4.1.1** | **Identify strategies to support inclusive student participation and engagement in classroom activities** | - Works with a small group of students, trialling some strategies to promote interest in a topic  - Observes how teachers model strong leadership skills in order to guide the class and provide safe and clear boundaries for learning | - Explores strategies learnt to date in order to promote student participation and engagement  - Promotes keen listening skills and respect amongst students so that all learners feel valued | - Listens to students, develops positive relationships and is enthusiastic and positive  - Encourages participation; follows classroom procedures and establishes rules and expectations with the students  - Leads students to participate in more challenging activities to extend their skills and deepen their understandings | **- Contributes to an inclusive classroom where all students are acknowledged as individuals**  **- Models an enthusiastic and positive attitude towards teaching and learning**  **- Demonstrates effective strategies for engaging students** | - Implements formative assessment to make adjustments to student learning, providing equal opportunities for all  -Combines a range of assessment methods to assess students’ learning and ensure multiple opportunities for them to demonstrate understandings |
| **4.2.1** | **Demonstrate the capacity to organise classroom activities and provide clear directions** | - Observes how careful planning of a teaching activity impacts learning outcomes  - Considers the level of preparation required when including a variety of resources in a lesson or activity  - Observes how the use of digital resources can ‘free’ the teacher to spend some focussed time with individuals requiring additional support or extension | - Outlines clear behavioural rules and expectations  - Uses precise language and clear instructions  - Works with the supervising teacher to ensure classroom resources are accessible when required thus supporting individuals and groups in their learning | - Follows classroom procedures, establishes behavioural rules and expectations and effectively manages changing activities  - Demonstrates flexibility with variations of routine  - Divides lessons into different segments to maintain student interest (e.g. ‘mat session’, silent reading, practical activities, group discussions)  - Models concepts accurately before directing the class to undertake the activity or task | **- Employs classroom routines consistently to maximise student learning**  **- Plans and delivers lessons that are timed and sequenced to meet the needs of the students**  **- Delivers lessons that articulate clear directions, have been well prepared and resourced, and are responsive to student learning goals/outcomes**  - Can justify one’s rationale for classroom management choices in order to ‘bring out the best’ in students | - Provides clear learning goals, lesson overviews and clear directions for students  - Establishes sound routines so students are prepared for learning prior to the start of the school day |
| **4.3.1** | **Demonstrate knowledge of practical approaches to manage challenging behaviour** | - Can identify some determining factors in a student’s personal environment that may impact upon their behaviour at school  - Through their observations, can articulate what does and does not work when managing behaviour in the classroom | - Can list some behaviour/classroom management strategies that are effective and positive in terms of encouraging intrinsic motivation for students | - Is firm, fair and consistent when teaching and interacting with students  - Focusses on a positive learning environment to minimise disruption and disengagement  - Implements the school’s behaviour management policy  - Exerts an appropriate level of authority  - Explores the use of a pastoral care program employed by a school to form the framework for the school behaviour management policy (e.g. ‘You Can Do It!) | **- Plans engaging learning activities that motivate and engage students**  **- Demonstrates an understanding of situations that trigger challenging behaviour**  **- Applies student management techniques that are fair, appropriate and consistent**  **- Handles challenging behaviour quickly, fairly and respectfully, applying judgement**  **based on the context**  **-Demonstrates a range of strategies to refocus students** | - Encourages students to take responsibility for their behaviour, especially during student-centred learning |
| **4.4.1** | **Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements** | - Discusses with the supervising teacher (and other staff) how students’ safety and well-being is monitored and maintained by the school | - Uses explicit directions; engages in professional discussion with the supervising teacher about specific policies within the school  -- Studies specific reward systems used in schools for the benefit of engaging students and developing a more focussed, responsible approach to learning (e.g. “Positive Behaviour Learning – PBL”, “You Can Do It!”) | - Uses explicit directions and develops an inclusive learning environment where students feel comfortable to be honest and respectful in their responses  - In consultation with the supervising teacher, outlines school safety policies and procedures to students before undertaking a potentially hazardous practical activity (e.g. in a science laboratory) | **- Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, workplace health and safety, duty of care, child protection**  **- Demonstrates the management of student behaviour and safety in accordance with mandatory policies** | - Establishes clear safety rules and during practical activities, circulates among the group to help students consolidate their understandings through engaged, focused learning |
| **4.5.1** | **Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching** | - Is informed about the importance of careful planning in order to integrate ICT responsibly, across the curriculum | - Ensures the use of ICT in lessons is appropriate, responsibly implemented and accessed safely  - Works with the supervising teacher to enforce rules and regulations relating to ICT | - Ensures use of ICT in lessons is used for the purpose of enhancing the learning of all students  - Has familiarised themselves with the digital mediums/technologies planned for use in the classroom and can model their use throughout a lesson.  - Is able to advise students about the safe use of computers and follows school protocols relating to ICT with all cohorts  - Demonstrates and teaches with the use of shared iPads, focussing on providing clear expectations thus managing the groups’ behaviours around these ICT devices | **- Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning**  **- Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law**  **- Responds appropriately when there is evidence of unethical student use of ICT** | - Teaches students to use the internet safely, responsibly and ethically  - Follows school policies and processes when undertaking research online  - Participates in training/professional development about Cybersafety |
| **5** | **ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING** | | | | | |
| **5.1.1** | **Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning** | - Participates in discussions about ways in which assessment is used to track student development and learning outcomes  - Sights examples of different types of assessment and is introduced to their purpose in different types of learning | - Explores the idea of pre-testing to assess where students are in their learning before teaching a new concept  - Makes anecdotal notes about students’ progress as a means of reflecting on whether or not outcomes were achieved in a lesson | - Conducts pre-testing activities to assess where students are in their learning in order to plan more effectively  - Plans by considering how student outcomes can be assessed formatively and summatively.  - | **- Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning**  **- Analyses student work samples to recognise how diagnostic information can be used and how it informs differentiation and future assessment strategies and tasks**  **-** Plans a series of sequential lessons (unit of work) leading to a range of assessment tasks which track the students’ learning | - Participates in school/ regional moderation to validate their assessment methods as consistent and comparable to others and also ensures equity and academic rigor  - Undertakes professional development to upskill in new assessment methods  - Creates rubrics that link to specific learning goals  - Ensures assessment criteria caters for a diverse range of learning styles and is meaningful in terms of the students’ overall learning |
| **5.2.1** | **Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning** | - Observes how sincere praise and constructive feedback can increase student outcomes  - Circulates around the classroom under the guidance of their supervising teacher, as an introduction to learning how to provide feedback to students about their work | - Provides verbal feedback to students during lessons and uses positive reinforcement  - Utilises the school/class reward system | - Provides focused, individualised verbal or written feedback  - Ensures prompt marking and appropriate annotation | **- Builds appropriate reinforcement and feedback into lesson plans**  **- Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting)** | - Provides meaningful feedback to students by incorporating reflective and consultative sessions into planning/programming  - Is mindful that with more complex tasks and projects, one-to-one feedback with individual students is more constructive than whole-class recommendations |
| **5.3.1** | **Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning** | - Observes how teachers must make accurate and consistent judgements of student work and summative assessments | - Engages in professional discussion with supervising teacher about the moderation process and its application for ensuring assessment consistency | - Discusses student work with other members of staff | **- Understands the process of moderation and the principle of ensuring consistent teacher judgement**  **- Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities**  **- Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities**  **-** Examines and compares students’ work against published ‘assessment design criteria’.  - Explores how assessment moderation is a valuable process for accurate grading and also for modifying teaching practice | - Uses data gained through moderation activities to track student progress and make decisions about teaching interventions |
| **5.4.1** | **Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice** | - Becomes aware of how assessment data informs the development and planning of teaching programs. | - Discusses with the supervising teacher how to work with data to analyse and evaluate student understandings of core concepts. | -Uses assessment to plan for teaching or to alter the plan  - Works with assessment results to track students’ progress and monitor trends and patterns of learning | **- Bases lesson reflections on the evidence gathered through assessment tasks**  **- Explains how assessment data have been applied to their planning and teaching practice** | - Analyses student data from assessment tasks and uses it as a guide to identify strengths and weaknesses in student understandings.  - Works with colleagues to analyse students’ work and then set learning foci and instructional teaching strategies for future learning.  - Creates and implements individual learning plans for students as a means of intervention, based on assessment data |
| **5.5.1** | **Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement** | - Observes how teachers communicate with parents/carers about a student’s development through structured/formal interviews where they share records of achievement and work samples  - Observes how teachers choose appropriate times to communicate informally with parents/carers about a child’s learning | - Begins collating samples of reporting assessment templates and other work sample folders used by the supervising teacher (and other staff) for the purpose of presenting student progress. | - Collaborates with other staff to discuss the effectiveness of specific assessment tasks | **- Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures**  **- Employs a variety of methods to record evidence gathered through assessment activities** | - Uses a range of assessment/reporting strategies to track the development of younger learners including discussions with students, observation and photographing their work |
| **6** | **ENGAGE IN PROFESSIONAL LEARNING** | | | | | |
| **6.1.1** | **Demonstrate an understanding of the role of the Australian Professional Standards for Teachers (APST) in identifying professional learning needs** | - Is introduced to the Standards as a pedagogical framework for growth and development of teaching practice | - Reflects on their own teaching development using the framework of the APST  - Discusses the APST with the supervising teacher and considers how this framework can be used to target areas for improvement of teaching skills | - Is increasingly aware of own capacity, skills and emerging professional needs  - Acknowledges the rigour of teaching and is committed to developing skills aligned with the Australian Professional Standards for Teachers at the Graduate Level.  - Uses the APST to identify areas of strength and weakness with development of teaching skills | **- Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level**  **- Identifies personal learning goals in relation to the standards**  - Accomplishes competency in most if not all Focus Areas at the Graduate Level | - Participates in new professional learning opportunities and works with the framework of the APST at the Proficient Level to ensure quality teaching practice  - Works with the APST as a way of creating personal teaching goals |
| **6.2.1** | **Understand the relevant and appropriate sources of professional learning for teachers** |  | - Maximises teaching and learning experiences during a professional experience placement by: asking questions; participating in professional discussions; seeking training in the use of resources (e.g. ICT, structured Reading programs); participating in extra-curricular programs for students; attending staff training sessions about any school related topics | - Is keen to seek opportunities for ongoing development and has high expectations of him/herself as a professional learner | **- Contributes to staff and curriculum meetings where appropriate**  **- Participates in professional teams**  **-** Seeks to be mentored by others in order to develop skills and strengthen teaching practice. | - Undertakes training in new and innovative educational products/systems for enhanced student learning  - Participates in whole-school/departmental collegial learning sessions  - Works with visiting experts and consultants to ‘upskill’ and ultimately improve student outcomes |
| **6.3.1** | **Seek and apply constructive feedback from supervisors and teachers to improve teaching practices** | - Studies the process of ‘self-reflection’ as a fundamental tool for improvement of one’s teaching practice  - Uses ‘observation’ as a tool for exploring different models of how teachers manage a classroom  - Becomes aware of how on a placement, by asking for help, acknowledging weaknesses and gaining feedback from mentors, teacher education students can improve their skills and become more effectively immersed in the school environment | - Displays an eagerness to participate in professional discussion; asks questions about teaching strategies observed; is determined to improve skills; is open to constructive feedback and acts upon this advice to improve teaching practice  - Indicates they are resilient when provided with feedback about fundamental teaching concepts | - Is determined to improve skills  - Seeks advice, clarification and answers from professionals with the intention of implementing their recommendations  - Engages in professional discussion with peers and school staff about professional ‘goal-setting’ as a means of improving teaching performance  - Collaborates with the supervising teacher, identifying strengths and weaknesses  - Is resilient in their approach to accepting feedback | **- Receives constructive feedback in a positive and professional manner, and acts upon it promptly**  **- Sets realistic short- and long-term goals with their supervising teacher**  **- Realistically analyses the extent to which they have achieved their learning goals**  - Strives to implement feedback from the supervising teacher to shape future lesson plans and demonstrate greater  confidence and competency as a beginning teacher  - Accepts opportunities for new professional learning | - Engages in professional discussions with colleagues about lesson outcomes and how these may be improved by adopting a different approach or perspective when planning |
| **6.4.1** | **Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning** | - Is presented with information about a teacher’s opportunities for professional development throughout their career and considers the importance of regularly upgrading/consolidating one’s skills | - Looks at some of the courses/opportunities available for teachers to improve their skills through training and professional learning | - Understands the link between professional learning and improved student outcomes  - Observes classes outside of the designated class/es for professional experience in order to gain deeper understandings about different styles and methods of teaching practice | **- Engages innovatively within the limits of their responsibilities and capabilities**  **- Demonstrates a commitment to teaching and to continuous improvement of their practice**  **- Recognises that teachers are agents of their own professional learning**  **- Reflects on own teaching and seeks advice on ways to develop professionally and improve performance**  **-** Takes advantage of professional learning opportunities and learns from the supervising teacher or an appointed mentor | - Shares ideas for planning, programming and assessment with colleagues and collaborates to create more engaging and innovative lessons |
| **7** | **ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY** | | | | | |
| **7.1.1** | **Understand and apply the key principles described in codes of ethics and conduct for the teaching profession** | - Learns about policies for professional staff conduct at a school and departmental level. | - Dresses appropriately and engages professionally with students; shows an awareness of professional responsibilities to students; treats confidential information with care | - Is intent on following staff policies relating to professional conduct during professional experience  - Seeks information about staff expectations and follows accordingly | **- Demonstrates knowledge of the relevant codes of ethics that underpin their educational context**  **- Reflects critically on personal and professional practice**  **- Communicates effectively and interacts professionally with colleagues** | - Is acutely aware of implications for staff when they do not align their professional conduct/intentions with the specific ethos/values of a school |
| **7.2.1** | **Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage** | - Completes studies in legislative policies relating to students’ well-being and safety  - Completes mandatory Child Protection and Anaphylaxis training and obtains Working with Children clearance pertaining to their State of residence | - Actively seeks out school policies and works within them; understands the legal requirements of learning programs and registers.  - Meets professional obligations (attendance, punctuality, duty, supervision, meetings, preparation etc.) | - Becomes familiar with legislative policies relating to school staff well-being and safety  - During professional experience follows the school’s protocol for completing documents such as school rolls (Roll Marking) and risk assessment templates for school excursions | **- Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc.**  **- Demonstrates an understanding of evacuation procedures, workplace health and safety, and the school and system discipline and welfare policies** | - Collaborates with School Service Officers (SSOs) across the school to ensure everyone is working towards a common goal to improve a student’s learning. This includes induction processes with reference to the school/centre’s staff handbook and policy information.  - Provides students with equitable access to the curriculum through the individualised Negotiated Education Plan (NEP). |
| **7.3.1** | **Understand strategies for working effectively, sensitively and confidentially with parents/carers** | - Learns about the ways in which teachers must liaise with parents in a manner that is professional, compassionate and ethically appropriate  - Studies some of the strategies teachers employ for involving parents in student learning. | - Observes how teachers include parents in the learning process in order to support student engagement | - Introduces him/herself to parents/carers in a professional manner  - Upholds a high standard of professionalism and is confident whenever communicating with parents  - Uses knowledge of school policies and procedures to guide behavioural and academic development; sets appropriate homework tasks | **- Establishes respectful collaborative relationships through the use of appropriate language, tone and body language**  **- Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and parents/carers**  **- Describes strategies for working effectively with parents/carers**  - Is intent upon establishing regular, appropriate channels of communication with parents and deals with sensitive matters discretely  - Is aware of the Child Protection Mandatory Reporting policy and knows how to work with the ‘Reporting Tree’ if required.  - Acts accountably as a classroom teacher who interacts professionally and pro-actively with colleagues, parents, students and the wider school community at all times | - Uses Facebook, Twitter, emails, hard copy newsletters and emails to provide regular updates for parents.  - Engages parents of students from different cultures to support learning and invites them to participate in classroom activities  - Liaises regularly and confidentially with parents/caregivers to support a student’s learning when a need or issue has been disclosed  - Ensures parents and caregivers are kept abreast of school policies and procedures |
| **7.4.1** | **Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice** | - Considers the importance of the surrounding community as a conduit for school support and professional engagement | - Acknowledges the different challenges for teachers in schools and begins to develop an awareness of how to engage the wider community as a means of supporting staff, students and parents | - Shows willingness to participate with school staff in a range of professional activities and attends and contributes to stage/ faculty/school activities  - Identifies the challenges specific to a school environment/clientele and observes how the supervising teacher and other staff collaborate to resolve related issues | **- Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development**  **-** Engages in professional discussion with other staff about frameworks for successful learning based on input from the wider community and visiting professionals | - Engages with the wider community to establish an inclusive classroom workspace that supports students with a disability or need for extension  - Focuses on meeting the learning and well-being needs of the students by ‘upskilling’ through professional development  - Seeks advice from experts |