

Bachelor of Education (Primary)
- Professional Experience - Teaching Standards Overview -

Aspect	Professional Experience 2 Engaging – Learning & Diversity	Professional Experience 3 -Teacher as Manager-	Professional Experience 4 Emerging Professional	Internship - Consolidating -
	Possible indicators	Possible indicators	Possible indicators	Possible indicators
DOMAIN: PROFESSIONAL KNOWLEDGE				
Element 1: Teachers know their subject content and how to teach that content to their students				
1.1 Knowledge of subject content	<ul style="list-style-type: none"> • Demonstrates knowledge of some Key Learning Areas • Represents relevant concepts that are easily accessible to students • Presents content with confidence 	<ul style="list-style-type: none"> • Demonstrates knowledge of appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence 	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge of appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence 	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge in appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence • Is able to effectively integrate content from different curriculum areas
1.2 Knowledge of pedagogy	<ul style="list-style-type: none"> • Applies teaching strategies that are appropriate to students' learning stages • Engages students in relevant and purposeful learning experiences 	<ul style="list-style-type: none"> • Applies a range of teaching strategies that are informed and appropriate to students' learning stages • Designs and implements intellectually challenging learning experiences • Engages students in relevant and purposeful learning experiences 	<ul style="list-style-type: none"> • Applies a range of teaching strategies that are informed and appropriate to students' learning stages • Designs and implements intellectually challenging learning experiences (eg: higher order thinking) • Engages students in relevant and purposeful learning experiences 	<ul style="list-style-type: none"> • Applies a range of teaching strategies that are informed and appropriate to students' learning stages • Designs and implements intellectually challenging learning experiences • Engages students in relevant, challenging and purposeful learning experiences
1.3 Knowledge of curriculum requirements	<ul style="list-style-type: none"> • Accesses information about curriculum documents and structures lessons accordingly 	<ul style="list-style-type: none"> • Accesses information about curriculum documents and other resources and designs lessons accordingly 	<ul style="list-style-type: none"> • Embeds school-based policies in teaching programs • Accesses information about curriculum documents and other resources and designs lessons accordingly 	<ul style="list-style-type: none"> • Embeds school-based and mandatory policies • Accesses information about curriculum documents and other resources and designs lessons accordingly
1.4 Knowledge of Information and Communication Technologies (ICT)	<ul style="list-style-type: none"> • Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer) 	<ul style="list-style-type: none"> • Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer) • Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs) 	<ul style="list-style-type: none"> • Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer) • Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs) • Models and facilitates the use of ICT in classroom practice 	<ul style="list-style-type: none"> • Demonstrates basic operational skills with a variety of technologies (e.g. CD, OHP, digital camera, photocopier, computer) • Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs) • Models and facilitates the use of ICT in classroom practice • Uses ICT for administrative purposes (e.g. record keeping, reporting student progress, communicating with parents)
Element 2: Teachers know their students and how they learn				
2.1 Knowledge of and respect for the diverse backgrounds of students and the effects these factors have on learning	<ul style="list-style-type: none"> • Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge and backgrounds 	<ul style="list-style-type: none"> • Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge, backgrounds & histories • Demonstrates an awareness of the diverse nature of students' physical, social and intellectual development 	<ul style="list-style-type: none"> • Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge, backgrounds & histories • Demonstrates an awareness of the typical stages of students' physical, social and intellectual development 	<ul style="list-style-type: none"> • Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge, backgrounds & histories • Responds appropriately to the typical stages of students' physical, social and intellectual development

2.2 Knowledge of students' varied approaches to learning including mandatory areas		<ul style="list-style-type: none"> Employs a range of strategies that cater for varied student learning styles (eg: visual, auditory, kinaesthetic learners –VAK) and mandatory areas 	<ul style="list-style-type: none"> Employs a range of strategies that cater for varied student learning styles (eg: VAK Gardner's multiple intelligences) and mandatory areas Explicitly addresses the literacy needs of all learners- ATSI, LBOTE, behaviour etc 	<ul style="list-style-type: none"> Employs a range of strategies that cater for varied student learning styles (eg: VAK Gardner's multiple intelligences Explicitly addresses the literacy needs of all learners - ATSI, LBOTE, behaviour etc
DOMAIN: PROFESSIONAL PRACTICE				
Element 3: Teachers plan, assess and report for effective learning				
3.1 Planning for teaching and learning	<ul style="list-style-type: none"> Identifies and articulates clear and appropriate learning goals for student needs Creates lessons that address learning outcomes for appropriate developmental stages Selects and uses a range of resources that support syllabus outcomes 	<ul style="list-style-type: none"> Designs sequenced lessons to develop students' understanding of a concept Identifies and articulates clear and appropriate learning goals for student needs Creates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes 	<ul style="list-style-type: none"> Designs sequenced lessons to develop students' understanding of a concept Identifies and articulates clear and appropriate learning goals for student needs Creates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes 	<ul style="list-style-type: none"> Designs integrated lessons to enhance students' understanding of a concept Identifies and articulates clear and appropriate learning goals for student needs Creates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes Evaluates teaching to improve outcomes
3.2 Assessing student learning	<ul style="list-style-type: none"> Uses informal strategies to assess student learning (eg: questioning, observation) Uses knowledge of students' progress to inform and guide decision making 	<ul style="list-style-type: none"> Uses informal strategies to assess student learning (eg: questioning, observation) Uses knowledge of students' progress to inform and guide decision making Provides constructive and timely feedback 	<ul style="list-style-type: none"> Records student learning in a detailed and accurate manner Uses assessment to provide constructive and timely feedback to students Uses explicit assessment criteria to support student learning and guide future planning Understands the importance of consistency in teacher judgements 	<ul style="list-style-type: none"> Implements a variety of assessment strategies Records student learning in a detailed, accurate and comprehensive manner Uses explicit assessment criteria to support student learning and guide future planning Uses assessment results to provide constructive and timely feedback to students Uses informal and formal assessment processes to inform and guide future planning Can effectively implement consistent teacher judgement.
3.3 Reporting student learning	<ul style="list-style-type: none"> Is familiar with school's reporting system Provides effective verbal feedback to learners 	<ul style="list-style-type: none"> Is familiar with school's reporting system Provides effective verbal feedback to learners Produces written documentation that is consistent with school expectations 	<ul style="list-style-type: none"> Is familiar with school's reporting system Produces written documentation that is consistent with school expectations Demonstrates understanding of systemic (eg DET, CEO) expectations in relation to reporting Provides learners with explicit feedback 	<ul style="list-style-type: none"> Works collaboratively to inform parents and caregivers of student progress Produces written documentation that is consistent with school expectations Is familiar with school's reporting system Demonstrates understanding of systemic (eg DET, CEO) expectations in relation to reporting Provides learners with explicit verbal and written feedback
Element 4: Teachers communicate effectively with their students				
4.1 Effective communication and classroom discussion	<ul style="list-style-type: none"> Communicates clear directions to students Clearly explains the focus of the lesson to students Is developing a range of questioning skills Listens to students and engages them in classroom conversations Speaks clearly using appropriate tone, volume and expression 	<ul style="list-style-type: none"> Communicates clear directions to students Clearly explains focus of lesson to students Demonstrates a range of effective questioning techniques to enhance learning Listens to students and engages them in classroom conversations Speaks clearly using appropriate tone, volume and expression Is able to lead a class discussion effectively 	<ul style="list-style-type: none"> Communicates clear directions to students Clearly explains focus of lesson to students Demonstrates a range of effective questioning techniques to enhance learning Listens to students and engages them in classroom conversations Speaks clearly using appropriate tone, volume and expression Is able to facilitate a student discussion Demonstrates effective use of non-verbal forms of communication 	<ul style="list-style-type: none"> Communicates clear directions to students Clearly explains focus of lesson to students Demonstrates a range of effective inquiry techniques designed to maximise student learning Listens to students and engages them in classroom conversations Speaks clearly using appropriate tone, volume and expression Is able to facilitate a student discussion Demonstrates effective use of non-verbal forms of communication

4.2 Student grouping	<ul style="list-style-type: none"> Effectively organises small group activities to support student learning 	<ul style="list-style-type: none"> Effectively organises small group activities to support student learning Demonstrates ability to structure activities effectively 	<ul style="list-style-type: none"> Maintains a balance of student group structures, as appropriate, to address teaching and learning goals (e.g. individual, paired, small group and whole class work) 	<ul style="list-style-type: none"> Maintains a balance of student group structures, as appropriate, to address teaching and learning goals (e.g. individual, paired, small group and whole class work) Undertakes classroom transitions smoothly
4.3 Teaching strategies	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and changes lessons when appropriate Models an enthusiastic and positive attitude towards learning Structures lessons effectively (ie; introduction, body, conclusion) 	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and changes lessons when appropriate Models an enthusiastic and positive attitude towards learning Creates a motivating classroom environment to maintain student engagement (eg; uses resources creatively, connects with students interests) 	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and changes lessons when appropriate Models an enthusiastic and positive attitude towards learning Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) 	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and adapts lessons accordingly Models an enthusiastic and positive attitude towards learning Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking)
Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills				
5.1 Creates an environment of respect and rapport	<ul style="list-style-type: none"> Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs 	<ul style="list-style-type: none"> Establishes and sustains respect and rapport with, and among, all students Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs 	<ul style="list-style-type: none"> Demonstrates a variety of approaches to develop and sustain respect and rapport with, and among, all students Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs 	<ul style="list-style-type: none"> Demonstrates a variety of approaches to develop and sustain respect and rapport with, and among, all students Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs
5.2 Establishes a climate where learning is valued and students' ideas are respected	<ul style="list-style-type: none"> Demonstrates capacity to connect with student's prior knowledge & experiences 	<ul style="list-style-type: none"> Demonstrates capacity to connect with student's prior knowledge & experiences Establishes supportive learning environments where students feel safe to risk full participation 	<ul style="list-style-type: none"> Demonstrates capacity to connect with student's prior knowledge & experiences Designs learning experiences that foster student autonomy and initiative Establishes supportive learning environments where students feel safe to risk full participation Understands the importance of high expectations of all students relative to their individual stages of development 	<ul style="list-style-type: none"> Demonstrates capacity to connect with student's prior knowledge & experiences Designs learning experiences that foster student autonomy and initiative Establishes supportive learning environments where students feel safe to risk full participation Maintains high expectations of all students relative to their individual stages of development
5.3 Manages classroom activities smoothly and efficiently	<ul style="list-style-type: none"> Provides students with explicit expectations in relation to the work they are to produce Demonstrates organisational skills that minimise disruption Conducts well paced lessons that sustain student engagement 	<ul style="list-style-type: none"> Provides students with explicit expectations in relation to the work they are to produce Demonstrates organisational skills that minimise disruption Conducts well paced lessons that sustain student engagement 	<ul style="list-style-type: none"> Provides students with explicit expectations in relation to the work they are to produce Demonstrates organisational skills that minimise disruption Establishes and maintains class routines that foster well-paced lessons and sustained student engagement Responds to unforeseen interruptions calmly 	<ul style="list-style-type: none"> Provides students with explicit expectations in relation to the work they are to produce Demonstrates organisational skills that minimise disruption Establishes and maintains class routines that foster well-paced lessons and sustained student engagement Is able to use "teachable moments" and changes effectively
5.4 Manages student behaviour and promotes student responsibility for learning	<ul style="list-style-type: none"> Implements a variety of practical and effective approaches to managing student behaviour Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent 	<ul style="list-style-type: none"> Implements a variety of practical and effective approaches to managing student behaviour Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent 	<ul style="list-style-type: none"> Implements a variety of practical and effective approaches to managing student behaviour Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent Responds appropriately to unusual classroom incidents 	<ul style="list-style-type: none"> Implements a variety of practical and effective approaches to managing student behaviour Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent Negotiates roles, responsibilities, class rules and consequences with students Responds appropriately to unusual classroom incidents
5.5 Assures the safety of students	<ul style="list-style-type: none"> Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&S procedures, duty of care, child protection) 	<ul style="list-style-type: none"> Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&S procedures, duty of care, child protection) 	<ul style="list-style-type: none"> Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&S procedures, duty of care, child protection) Understands the procedures for Risk Management associated with learning experiences 	<ul style="list-style-type: none"> Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&S procedures, duty of care, child protection) Understands and can implement the procedures for Risk Management associated with learning experiences both inside and outside the classroom.

DOMAIN: PROFESSIONAL COMMITMENT

Element 6: Teachers continually improve their professional knowledge and practice				
6.1 Capacity to analyse and reflect on practice	<ul style="list-style-type: none"> Reflects on teaching practice in order to improve it through written evaluations Engages in professional discussion with supervising teacher Engages in professional discussions with peers 	<ul style="list-style-type: none"> Reflects critically on teaching practice in order to improve it through written evaluations Engages in professional discussion with supervising teacher, peers and experienced colleagues Sets appropriate goals for further development as a professional 	<ul style="list-style-type: none"> Reflects critically on teaching practice in order to improve it through written evaluations Engages in professional discussion with supervising teacher, peers and experienced colleagues Accepts and responds appropriately to critical feedback from colleagues and mentors 	<ul style="list-style-type: none"> Reflects critically on teaching practice in order to improve it through written evaluations Engages in professional discussion with peers, colleagues and mentor Is able to draw on and synthesise a variety of sources of feedback, including students to enhance learning & teaching
6.2 Engagement in personal and collegial professional development	<ul style="list-style-type: none"> Demonstrates a willingness to learn within the context of the professional experience program 	<ul style="list-style-type: none"> Demonstrates a willingness to learn within the context of the professional experience program Demonstrates an understanding of Professional Teaching Standards by identifying opportunities to enhance required skills, knowledge and understandings within the professional experience program 	<ul style="list-style-type: none"> Demonstrates a willingness to learn within the context of the professional experience program Demonstrates an understanding of Professional Teaching Standards by identifying opportunities to enhance required skills, knowledge and understandings within the course of study 	<ul style="list-style-type: none"> Demonstrates an awareness of the professional standards framework and its impact on their professional life Recognises the importance of personally planning for ongoing professional growth Actively seeks and participates in opportunities for professional learning
6.3 Capacity to contribute to a professional community	<ul style="list-style-type: none"> Attends school staff meetings Interacts positively with school staff 	<ul style="list-style-type: none"> Attends school staff meetings and participates where appropriate Interacts positively with school staff, both professional and administrative 	<ul style="list-style-type: none"> Participates in school staff meetings and other school initiatives Interacts positively with staff and other support personnel associated with the school/setting Demonstrates the capacity to access a range of resources and support personnel 	<ul style="list-style-type: none"> Participates proactively in school staff meetings and other school initiatives Interacts positively with school staff and other support personnel Demonstrates the capacity to access a range of resources and support personnel Volunteers skills and knowledge to enhance learning within the school community and professional team Accesses appropriate policy documents for professional purposes
Element 7: Teachers are actively engaged members of their profession				
7.1 Communicating with parents and caregivers		<ul style="list-style-type: none"> Demonstrates an understanding of the importance of links between school and home 	<ul style="list-style-type: none"> Demonstrates the capacity to communicate effectively with parents, caregivers etc Demonstrates an understanding of the importance of links between school and home 	<ul style="list-style-type: none"> Demonstrates the capacity to communicate effectively with parents, caregivers Demonstrates empathy and understanding when interacting with parents and caregivers Recognises the importance of links between school and home Fosters opportunities for parent and caregivers to be involved in their child's learning
7.2 Contributing to the school and wider community	<ul style="list-style-type: none"> Actively participates in extra-curricular activities 	<ul style="list-style-type: none"> Actively participates in extra-curricular activities 	<ul style="list-style-type: none"> Actively participates in extra-curricular activities Works with teacher's aides etc to enhance student learning 	<ul style="list-style-type: none"> Works effectively with a range of personnel to enhance student learning (e.g. school counsellors, external professionals, teachers aides, or community-based networks) Actively participates in extra-curricular activities
7.3 Professional ethics and conduct	<ul style="list-style-type: none"> Presents a professional image in all communication and interactions with members of the school staff and students 	<ul style="list-style-type: none"> Presents a professional image in all communication and interactions with members of the school community 	<ul style="list-style-type: none"> Presents a professional image in all communication and interactions with members of the school and local community Demonstrates an understanding of regulations and statutes related to teachers' responsibilities and students' rights 	<ul style="list-style-type: none"> Presents a professional image in all communication and interactions with members of the school & community Demonstrates an understanding of regulations and statutes related to teachers' responsibilities and students' rights