

**Bachelor of Teaching (Secondary)**  
**- Professional Experience - Teaching Standards Overview -2008**

Aspect	Professional Experience 1	Professional Experience 2
	Possible indicators	Possible indicators
<b>PROFESSIONAL KNOWLEDGE</b>		
<b>Element 1: Teachers know their subject content and how to teach that content to their students</b>		
<b>1.1 Knowledge of subject content</b>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of appropriate curriculum area(s)</li> <li>• Represents relevant concepts in a variety of modes that are easily accessible to students</li> <li>• Presents content with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive knowledge of appropriate curriculum area(s)</li> <li>• Represents relevant concepts in a variety of modes that are easily accessible to students</li> <li>• Presents content with confidence</li> </ul>
<b>1.2 Knowledge of pedagogy</b>	<ul style="list-style-type: none"> <li>• Applies a range of teaching strategies that are informed and appropriate to students' learning stages</li> <li>• Designs and implements intellectually challenging learning experiences</li> <li>• Engages students in relevant and purposeful learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Applies a range of teaching strategies that are informed and appropriate to students' learning stages</li> <li>• Designs and implements intellectually challenging learning experiences (eg: higher order thinking)</li> <li>• Engages students in relevant and purposeful learning experiences</li> </ul>
<b>1.3 Knowledge of curriculum requirements</b>	<ul style="list-style-type: none"> <li>• Accesses information about curriculum documents and other resources and aligns lessons accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Embeds school-based policies and mandatory programs</li> <li>• Accesses information about curriculum documents and other resources aligns lessons accordingly</li> </ul>
<b>1.4 Knowledge of Information and Communication Technologies (ICT)</b>	<ul style="list-style-type: none"> <li>• Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer)</li> <li>• Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer)</li> <li>• Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs)</li> <li>• Models and facilitates the use of ICT in classroom practice</li> </ul>
<b>Element 2. Teachers know their students and how they learn</b>		
<b>2.1 Knowledge of and respect for the diverse backgrounds of students and the effects these have on learning</b>	<ul style="list-style-type: none"> <li>• Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds)</li> <li>• Designs lessons that identify and address students' prior knowledge, backgrounds &amp; histories</li> <li>• Demonstrates an awareness of the typical stages of students' physical, social and intellectual development</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds)</li> <li>• Designs lessons that identify and address students' prior knowledge, backgrounds &amp; histories</li> <li>• Demonstrates an awareness of the typical stages of students' physical, social and intellectual development</li> </ul>
<b>2.2 Knowledge of students' varied approaches to learning including mandatory areas</b>	<ul style="list-style-type: none"> <li>• Employs a range of strategies that cater for varied student learning styles (eg: visual, auditory, kinaesthetic learners –VAK) and mandatory areas</li> </ul>	<ul style="list-style-type: none"> <li>• Employs a range of strategies that cater for varied student learning styles (eg: VAK Gardner's multiple intelligences) and mandatory areas</li> <li>• Explicitly addresses the literacy needs of all learners- ATSI, LBOTE, Behaviour etc</li> </ul>
<b>DOMAIN: PROFESSIONAL PRACTICE</b>		
<b>Element 3: Teachers plan, assess and report for effective learning</b>		
<b>3.1 Planning for teaching and learning</b>	<ul style="list-style-type: none"> <li>• Designs sequenced lessons to develop students' understanding of a concept</li> <li>• Identifies and articulates clear and appropriate learning goals for student needs</li> <li>• Creates lessons that address learning outcomes for appropriate developmental stages</li> <li>• Critiques, selects and uses a range of resources that support syllabus outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Designs sequenced lessons to develop students' understanding of a concept</li> <li>• Identifies and articulates clear and appropriate learning goals for student needs</li> <li>• Creates lessons that address learning outcomes for appropriate developmental stages</li> <li>• Critiques, selects and uses a range of resources that support syllabus outcomes</li> </ul>
<b>3.2 Assessing student learning</b>	<ul style="list-style-type: none"> <li>• Uses informal strategies to assess student learning (eg: questioning, observation)</li> <li>• Uses knowledge of students' progress to inform and guide decision making</li> <li>• Provides constructive and timely feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Records student learning in a detailed and accurate manner</li> <li>• Uses assessment to provide constructive and timely feedback to students</li> <li>• Uses explicit assessment criteria to support student learning and to inform future planning</li> <li>• Understands the importance of consistency in teacher judgements</li> </ul>
<b>3.3 Reporting student learning</b>	<ul style="list-style-type: none"> <li>• Is familiar with school's reporting system</li> <li>• Provides effective verbal feedback to learners</li> <li>• Produces written documentation that is consistent with school expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Is familiar with school's reporting system</li> <li>• Produces written documentation that is consistent with school expectations</li> <li>• Demonstrates understanding of systemic (eg DET, CEO) expectations in relation to reporting</li> <li>• Provides learners with explicit feedback</li> </ul>

<b>Element 4: Teachers communicate effectively with their students</b>		
<b>4.1 Effective communication and classroom discussion</b>	<ul style="list-style-type: none"> <li>Communicates clear directions to students</li> <li>Clearly explains focus of lesson to students</li> <li>Demonstrates a range of effective questioning techniques to enhance learning</li> <li>Listens to students and engages them in classroom conversations</li> <li>Speaks clearly using appropriate tone, volume and expression</li> <li>Is able to lead a class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clear directions to students</li> <li>Clearly explains focus of lesson to students</li> <li>Demonstrates a range of effective questioning techniques to enhance learning</li> <li>Listens to students and engages them in classroom conversations</li> <li>Speaks clearly using appropriate tone, volume and expression</li> <li>Is able to facilitate a class discussion</li> <li>Demonstrates effective use of non-verbal forms of communication</li> </ul>
<b>4.2 Student grouping</b>	<ul style="list-style-type: none"> <li>Effectively organises small group activities to support student learning</li> <li>Demonstrates ability to structure activities effectively</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>4.3 Teaching strategies</b>	<ul style="list-style-type: none"> <li>Demonstrates flexibility when teaching and changes lessons when appropriate</li> <li>Models an enthusiastic and positive attitude towards learning</li> <li>Creates a motivating classroom environment to maintain student engagement (eg; uses resources creatively, connects with students interests)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates flexibility when teaching and changes lessons when appropriate</li> <li>Models an enthusiastic and positive attitude towards learning</li> <li>Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking)</li> </ul>
<b>Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills</b>		
<b>5.1 Creates an environment of respect and rapport</b>	<ul style="list-style-type: none"> <li>Establishes and sustains respect and rapport with, and among, all students</li> <li>Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a variety of approaches to develop and sustain respect and rapport with, and among, all students</li> <li>Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs</li> </ul>
<b>5.2 Establishes a climate where learning is valued and students' ideas are respected</b>	<ul style="list-style-type: none"> <li>Demonstrates capacity to connect with student's prior knowledge &amp; experiences</li> <li>Establishes supportive learning environments where students feel safe to risk full participation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates capacity to connect with student's prior knowledge &amp; experiences</li> <li>Designs learning experiences that foster student autonomy and initiative</li> <li>Establishes supportive learning environments where students feel safe to risk full participation</li> <li>Maintains high expectations of all students relative to their individual stages of development</li> </ul>
<b>5.3 Manages classroom activities smoothly and efficiently</b>	<ul style="list-style-type: none"> <li>Provides students with explicit expectations in relation to the work they are to produce</li> <li>Demonstrates organisational skills that minimise disruption</li> <li>Conducts well paced lessons that sustain student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Provides students with explicit expectations in relation to the work they are to produce</li> <li>Demonstrates organisational skills that minimise disruption</li> <li>Establishes and maintains class routines that foster well-paced lessons and sustained student engagement</li> <li>Responds to unforeseen interruptions calmly</li> </ul>
<b>5.4 Manages student behaviour and promotes student responsibility for learning</b>	<ul style="list-style-type: none"> <li>Implements a variety of practical and effective approaches to managing student behaviour</li> <li>Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent</li> <li>Manages practical classes effectively</li> </ul>	<ul style="list-style-type: none"> <li>Implements a variety of practical and effective approaches to managing student behaviour</li> <li>Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent</li> <li>Manages practical classes effectively</li> </ul>
<b>5.5 Assures the safety of students</b>	<ul style="list-style-type: none"> <li>Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&amp;S procedures, duty of care, child protection)</li> <li>Maintains safe learning spaces, especially in practical classes</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&amp;S procedures, duty of care, child protection)</li> <li>Maintains safe learning spaces, especially in practical classes</li> </ul>

**DOMAIN: PROFESSIONAL COMMITMENT**

<b>Element 6: Teachers continually improve their professional knowledge and practice</b>		
<b>6.1 Capacity to analyse and reflect on practice</b>	<ul style="list-style-type: none"> <li>• Reflects critically on teaching practice in order to improve it through written evaluations</li> <li>• Engages in professional discussion with supervising teacher and colleagues</li> <li>• Sets appropriate goals a for further development as a professional</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects critically on teaching practice in order to improve it through written evaluations</li> <li>• Engages in professional discussion with supervising teacher and colleagues</li> <li>• Accepts and responds appropriately to critical feedback from colleagues and mentors</li> </ul>
<b>6.2 Engagement in personal and collegial professional development</b>	<ul style="list-style-type: none"> <li>• Demonstrates a willingness to learn within the context of the professional experience program</li> <li>• Demonstrates an understanding of Professional Teaching Standards by identifying opportunities to enhance required skills, knowledge and understandings within the professional experience program</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a willingness to learn within the context of the professional experience program</li> <li>• Demonstrates an understanding of Professional Teaching Standards by identifying opportunities to enhance required skills, knowledge and understandings within the course of study</li> </ul>
<b>6.3 Capacity to contribute to a professional community</b>	<ul style="list-style-type: none"> <li>• Attends school staff meetings and participates where appropriate</li> <li>• Interacts positively with school staff, both professional and administrative</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in school staff meetings and other school initiatives</li> <li>• Interacts positively with school staff and other support personnel associated with the school setting</li> <li>• Demonstrates the capacity to access a range of resources and support personnel</li> </ul>
<b>Element 7: Teachers are actively engaged members of their profession</b>		
<b>7.1 Communicating with parents and caregivers</b>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the importance of links between school and home</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the capacity to communicate effectively with parents, caregivers etc</li> <li>• Demonstrates an understanding of the importance of links between school and home</li> </ul>
<b>7.2 Contributing to the school and wider community</b>	<ul style="list-style-type: none"> <li>• Actively participates in extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates in extra-curricular activities</li> <li>• Works with teacher's aides etc to enhance student learning</li> </ul>
<b>7.3 Professional ethics and conduct</b>	<ul style="list-style-type: none"> <li>• Presents a professional image in all communication and interactions with members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a professional image in all communication and interactions with members of the school and local community</li> <li>• Demonstrates an understanding of regulations and statutes related to teachers' responsibilities and students' rights</li> </ul>

