

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

GRADUATE YEAR

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| **PROFESSIONAL STANDARDS FOR TEACHERS: A PRE-SERVICE TEACHER DEVELOPMENTAL CONTINUUM** |
| DOMAIN 1: PROFESSIONAL KNOWLEDGE |
| Standard 1 Know students and how they learn |
| **Focus** | **Novice** | **Emerging** | **Graduate** | **Proficient** |
| Physical, social and intellectual development and characteristics of students | *Communicates an understanding of child development and infrequently relates this knowledge to planning for and facilitating learning.* | *Realises that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning.* | **Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.** | Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning |
| **1.2 Understand how students learn** | *Sees learning as an expected outcome of teaching: not yet able to plan teaching based on an understanding of research into how students learn.* | *Begins to draw on knowledge of current research into how students learn when planning for teaching.* | **Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.** | Structure teaching programs using research and collegial advice about how students learn. |
| **1.3 Students with diverse linguistic, cultural, religious and socio economic backgrounds**  | *Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the implications for their learning.* | *Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socio economic backgrounds.* | **Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.** | Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. |
| **1.4 Strategies for teaching Aboriginal and Torres Strait Islander students** | *Able to verbalise that Aboriginal and Torres Strait Islander students need teachers with a deep understanding of the impact of their backgrounds on their educational needs.* | *Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for learning.* | **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.** | Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students. |
| **1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities** | *Demonstrates knowledge of a variety of strategies for teaching a particular year level but not yet able to plan to meet the needs of students with differing learning needs.* | *Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students in a particular class.* | **Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.** | Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities. |
| **1.6 Strategies to support full participation of students with disability** | *Awareness of disability and response to students with disability depends largely on personal experience.* | *Shows awareness of legislation about students with disabilities in Australian schools. Asks for help in selecting teaching strategies that support the participation and learning of students with disability in a particular class.*  | **Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.** | Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements. |

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| **Standard 2 Know the content and how to teach it**  |
| **Focus** | **Novice** | **Emerging** | **Graduate** | **Proficient** |
| **2.1 Content and teaching strategies of the teaching area** | *Content knowledge and teaching largely influenced by imitation and guidance of the teacher mentor.*  | *Applies and adapts teaching strategies appropriate to the curriculum content.* | **Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.** | Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities. |
| **2.2 Content selection and organisation** | *Dependent on the guidance of a mentor teacher in selecting and organising content.* | *Able to organise a series of lessons for the content of a particular teaching area.* | **Organises content into an effective learning and teaching sequence.** | Organise content into coherent, well-sequenced learning and teaching programs. |
| **2.3 Curriculum, assessment and reporting** | *Assessment is treated as a postscript activity in the teaching learning process.* | *Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes.*  | **Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.** | Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. |
| **2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians** | *Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is an important attitude to inculcate in the curriculum.* | *Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content*  | **Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.** | Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |
| **2.5 Literacy and numeracy strategies** | *Reliant on guidance from the teacher mentor to include formal activities that support and develop literacy and numeracy skills across the curriculum.* | *Intentionally selects teaching strategies that enhance literacy and numeracy development across teaching areas, and begins to use incidental ‘teachable moments’ as opportunities to further enhance students’ literacy and numeracy.*  | **Know and understand literacy and numeracy teaching strategies and their application in teaching areas.** | Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement. |
| **2.6 Information and Communication Technology (ICT)** | *Under direction employs some basic ICT’s in teaching and learning activities.* | *Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette.* | **Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.** | Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. |

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| **Domain 2 Professional Practice** |
| **Standard 3 Plan for and implement effective teaching and learning** |
| **Focus** | **Novice** | **Emerging** | **Graduate** | **Proficient** |
| **3.1 Establish challenging learning goals** | *Sets student activities without awareness of learning goals that provide achievable challenge.* | *Establishes learning goals that provide achievable challenge for some but not all students.* | **Set learning goals that provide achievable challenges for students of varying abilities and characteristics.** | Set explicit, challenging and achievable learning goals for all students. |
| **3.2 Plan, structure and sequence learning programs** | *Planning largely focuses on the delivery of content and providing activities for students. Reliant on guidance to structure and sequence an effective learning program.* | *Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area.* | **Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.** | Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. |
| **3.3 Use teaching strategies** | *Largely imitates the teaching strategies of the mentor. Dependent on guidance in selecting and trying new or different strategies.* | *Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire.*  | **Include a range of teaching strategies.** | Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. |
| **3.4 Select and use resources** | *Requires ongoing guidance to find and choose resources appropriate to the teaching context and area.* | *Shows increasing independence in locating and selecting resources appropriate for the context and the content. Seeks resources, including ICT resources, that will engage and motivate student learning.*  | **Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.** | Select and/or create and use a range of resources, including ICT, to engage students in their learning. |
| **3.5 Use effective classroom communication** | *Largely imitates the classroom teacher and practices a limited variety of communication styles and techniques in the classroom.* | *Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style.*  | **Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.** | Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement. |
| **3.6 Evaluate and improve teaching programs**  | *Limited understanding of the role of evaluation for improving teaching effectiveness. Views effectiveness as largely a matter of completion of teaching tasks and student compliance.* | *Considers and applies a limited but growing range of evaluation strategies that consider both personal teaching performance and student learning achievements as indicators of teaching effectiveness.* | **Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.** | Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. |
| **3.7 Engage parents/ carers in the educative process** | *Discusses the involvement of parents/carers in the educative process.* | *Describes a growing range of strategies for engagement with or contributions from parents and carers.*  | **Describe a broad range of strategies for involving parents/carers in the educative process.** | Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning. |

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| **Standard 4 Create and maintain supportive and safe learning environments** |
| **Focus** | **Novice** | **Emerging** | **Graduate** | **Proficient** |
| **4.1 Support student participation** | *Focuses mostly on personal performance rather than on what the student will do. Looking for compliance rather than engagement.* | *Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning.* | **Identify strategies to support inclusive student participation and engagement in classroom activities.** | Establish and implement inclusive and positive interactions to engage and support all students in classroom activities**.** |
| **4.2 Manage classroom activities** | *Dependent on mentor support in organizing and managing classroom activities.* | *Beginning to demonstrate the capacity to independently organize classroom activities and is developing the skill of giving clear directions.* | **Demonstrate the capacity to organize classroom activities and provide clear directions.** | Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. |
| 4.3 Manage challenging behaviour | *Attempts to apply existing classroom rules or school-based behaviour management policies. Will need support in managing challenging behaviours.* | *Beginning to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students and can apply a growing range of strategies to manage challenging behaviour.* | **Demonstrate knowledge of practical approaches to manage challenging behaviour.** | Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. |

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| **4.4 Maintain student safety** | *Requires support to implement practices that maintain student safety, may not always respond quickly when students are at risk.* | *Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student well-being.* | **Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and****Legislative requirements.** | Ensure students’ well-being and safety within school by implementing school and/or system, curriculum and legislative requirements. |
| **4.5 Use ICT safely, responsibly and ethically** | *Follows established school protocols for the safe, responsible and ethical use of ICT. May need advice on the appropriate and ethical use of ICT when planning teaching.* | *Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.* | **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.** | Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. |

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| **Standard 5 Assess provide feedback and report on student learning**  |
| **Focus** | **Novice** | **Emerging** | **Graduate** | **Proficient** |
| **5.1 Assess student learning** | *Able to use assessment protocols which are assessment* ***of*** *(rather than* ***for****) learning.* | *Uses an array of formative and summative assessment strategies, including informal and formal approaches.* | **Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.** | Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. |
| **5.2 Provide feedback to students on their learning** | *Feedback to students is largely summative in nature rather than a guide for future learning.* | *Shows increasing ability to provide constructive and timely feedback that is linked to the student’s ongoing development.* | **Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.** | Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. |
| **5.3 Make consistent and comparable judgements** | *Reliant on mentor guidance to make judgments about student learning achievements.* | *Beginning to use protocols to independently assess, interpret, and moderate student learning products and performances, in order to make consistent, comparable and reasonable judgments regarding students’ achievements.* | **Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.** | Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. |
| **5.4 Interpret student data** | *Dependent on guidance in order to interpret and evaluate student learning outcome data and to use it as a basis for planning future teaching and learning activities.* | *Able to modify teaching plans after reflection on student assessment data, both formal and informal.*  | **Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. |
| **5.5 Report on student achievement** | *Requires expert guidance to interpret and understand the student achievement.* | *Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers.* | **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.** | Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records. |

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| **Domain 3 Professional Engagement** |
| **Standard 6 Engage in professional learning** |
| **Focus** | **Novice** | **Emerging** | **Graduate** | **Proficient** |
| **6.1 Identify and plan professional learning needs** | *Attempts to relate their university studies to their professional experiences.* | *Is aware of the Australian Professional Standards for Teachers as a way of identifying professional learning needs.* | **Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.** | Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs. |
| **6.2 Engage in professional learning and improve practice** | *Relies on university studies as the source of professional learning.* | *Is aware of multiple sources to improve practice and meet professional learning needs.* | **Understand the relevant and appropriate sources of professional learning for teachers.** | Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. |
| **6.3 Engage with colleagues and improve practice** | *Able to discuss aspects of their teaching practice with a supervising teacher/mentor.*  | *Able to identify major areas of practice where improvement is needed and discuss these with a supervisor/mentor.* | **Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.** | Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. |
| **6.4 Apply professional learning and improve student learning** | *Needs support to identify personal learning needs and help in applying professional learning to improve student learning.* | *Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning.* | **Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.** | Undertake professional learning programs designed to address identified student learning needs. |

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| **Standard 7: Engage professionally with colleagues, parents/carers and the community**  |
| **Focus** | **Novice** | **Emerging** | **Graduate** | **Proficient** |
| **7.1 Meet professional ethics and responsibilities** | *Aware of the existence of a code of ethics, but adopts a rule driven approach to choices of action.* | *Is understanding of the ethical expectations of the teaching profession when making decisions.* | **Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.** | Meet codes of ethics and conduct established by regulatory authorities, systems and schools |
| **7.2 Comply with legislative, administrative and organisational requirements** | *Gains required certification of minimum legislative requirements to work with students.* | *Considers the implications of relevant legislative, administrative and organizational policies and processes, particularly when planning student activities.*  | **Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.** | Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. |
| **7.3 Engage with the parents/carers** | *Establishes rapport with parents/carers with the guidance of supervising teachers.* | *Communicates with parents/carers in relation to children’s issues or learning, seeking guidance if needed.* | **Understand strategies for working effectively, sensitively and confidentially with parents/carers.** | Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and well-being. |
| **7.4 Engage with professional teaching networks and broader communities** | *Initiates engagement with peers, mentors and university staff.* | *Seeks relevant sources of information and support related to their teaching.* | **Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.** | Participate in professional and community networks and forums to broaden knowledge and improve practice. |

PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

**PURPOSES**

* To develop guidelines for use by mentor teachers, school coordinators and university liaisons in the assessment of a pre-service teacher undertaking professional experiences in schools while studying for a degree that leads to registration as a teacher in South Australia.
* To increase pre-service teachers’ understanding of their own learning through the provision of illustrations of teacher knowledge, practice and professional engagement leading up to the Graduate stage.

**BACKROUND**

This document has been written to demonstrate the developmental process expected of pre-service student teachers at Flinders University as they develop the knowledge, skills and attributes that have been defined as the core or essential attributes of a graduating teacher. In a sense it completes a developmental continuum for our pre-service teachers from their entry into a teaching degree at Flinders University through to graduation and beyond.

**CONSIDERATIONS**

These assessment guidelines have been developed with the following in mind:

* Students will be at different stages of development across the years of their pre-service courses of study as they prepare for a teaching career;
* **“Novice”** level is the point where they demonstrate a beginning development in the knowledge, skills and attitudes expected of a graduate teacher, and this stage should be reached at some time during the first two years of the four year double degrees;
* **“Emerging”** is the level of performance expected by the end of the block of professional experience in the 3rd year undergraduate or 1st year MTeach degrees;
* “**Graduate”** is the level expected at the end of this experience;
* The descriptors have been developed with the academic program as well as the professional experience components of the degrees in mind, and
* The attributes are written so that mentor teachers, school coordinators and university liaisons can use this guide in making their individual judgements about the development of pre-service teachers while on professional experience: to help those judgements have validity and reliability across the many different sites and assessors.