

Dimension 1 Graduate Standards

Dimension 1 Graduate standards describe what graduate teachers are expected to know, value and be able to do upon completion of their pre-service course. Graduate teachers are about to begin their careers and will be expected to have gained theoretical understandings about teaching and learning through study and be able to demonstrate application of this knowledge and practice through their supervised teaching experiences.

These standards apply to teachers in all teaching contexts, in any content area and at any grade level. The standards are written broadly so that they apply to all teachers but also allow for variations according to particular teaching context.

| A | | B | | C | | D | |
|--|---|---|---|--|---|--|---|
| Professional Knowledge | | Professional Relationships | | Professional Practice | | Professional Practice | |
| Within the context of an approved pre-service teacher education course and supervised internship, graduates will | | | | Within the context of an approved pre-service teacher education course and supervised internship, graduates will | | | |
| demonstrate current professional knowledge and understanding in teaching practice | | understand the importance of and demonstrate a capacity to develop effective professional relationships within the school and pre-service communities | | assess, plan and teach for the learning needs of a range of students | | demonstrate the ability to plan for and maintain a safe, inclusive and supportive learning environment | |
| Elements | | Elements | | Elements | | Elements | |
| A.1 | demonstrate knowledge of how students learn | B.1 | understand the importance of and make deliberate efforts to establish professional teacher-student relationships | C.1 | plan and use fair, valid and reliable assessment strategies to inform teaching and learning | D.1 | operate in an equitable manner |
| A.2 | demonstrate critical content knowledge, key concepts and essential understandings of the subject areas they teach | B.2 | understand the importance of and demonstrate a capacity to explicitly teach the skills for developing social competence to promote positive relationships | C.2 | plan teaching for deep understanding and transfer of learning | D.2 | plan for and work towards the establishment of a collaborative and cooperative learning culture |
| A.3 | demonstrate a knowledge and understanding of the literacy, numeracy and information and communication technology demands of specific teaching areas | B.3 | communicate effectively in a range of ways with stakeholders in the school and pre-service communities | C.3 | be familiar with and use a range of appropriate teaching and learning strategies, materials and resources | D.3 | intentionally develop positive relationships with students and colleagues |
| A.4 | know how to design engaging learning sequences and appropriate processes and skills required to teach them | B.4 | work collaboratively to set and achieve common goals | C.4 | provide prompt constructive feedback to students | D.4 | plan for and maintain a safe, positive and supportive physical environment |
| A.5 | demonstrate an ability to reflect on and evaluate their teaching practice to seek and value continual improvement | | | C.5 | demonstrate the capacity to report student progress to key stakeholders | D.5 | demonstrate the ability to apply a range of strategies to support positive behaviour management |
| A.6 | know, understand and adhere to legal and ethical obligations, and be aware of the nature of professional behaviour | | | | | D.6 | demonstrate the ability to apply a range of strategies to build resilience in students |
| Professional Values – dignity, respect, integrity, empathy, justice... | | | | | | | |

A

Professional Knowledge

Within the context of an approved pre-service teacher education course and supervised internship, graduates will demonstrate current professional knowledge and understanding in teaching practice.

| Elements | Indicators of practice |
|---|--|
| A.1 demonstrate knowledge of how students learn | <ul style="list-style-type: none"> • demonstrate a knowledge of how students learn and the factors that contribute to <i>active engagement</i> • understand <i>age and developmental stages of student development</i> and how these influence learning • know the impact that student interests, needs and circumstances can have on learning, and work towards knowing the students they teach • acknowledge and build on students' <i>prior learning</i> • identify the <i>barriers to learning</i> and some of the options for overcoming these barriers |
| A.2 demonstrate critical content knowledge, key concepts and essential understandings of the subject areas they teach | <ul style="list-style-type: none"> • demonstrate relevant knowledge of current content and related concepts • have knowledge of current <i>curriculum and assessment requirements</i> • have knowledge of <i>information and communication technologies</i> to support students' ongoing learning • have knowledge of methods of inquiry relevant to the content area • have a knowledge of a range of <i>resources</i> and how they can support student learning • know how to <i>integrate content and learning across curriculum areas</i> |
| A.3 demonstrate a knowledge and understanding of the literacy, numeracy and ICT demands of the specific teaching area. | <ul style="list-style-type: none"> • demonstrate a knowledge of literacy, numeracy and information and communication technology (ICT) theory • understand student's literacy, numeracy and ICT development • understand and interpret literacy, numeracy and ICT assessment data • demonstrate a repertoire of strategies to support literacy, numeracy and ICT development and be able to articulate the connection to theory • support literacy, numeracy and ICT learning in specific teaching contexts |
| A.4 know how to design engaging learning sequences and appropriate processes and skills required to teach them | <ul style="list-style-type: none"> • be familiar with current <i>curriculum frameworks and assessing guidelines</i> • demonstrate knowledge of teaching strategies appropriate to content being taught • demonstrate knowledge of a range of assessment strategies that allow students to demonstrate what they know and can do • establish clear, challenging and achievable short and long term goals for students' learning • know how to access a range of materials and resources to support learning • know the <i>principles of learning, teaching and assessment</i>, the connections between these and the implications for student learning |
| A.5 demonstrate an ability to reflect on and evaluate their teaching practice to seek and value continual improvement | <ul style="list-style-type: none"> • develop <i>reflective strategies</i> to identify strengths, areas for improvement and <i>professional and personal needs</i> • seek and accept constructive feedback to inform teaching • work to address areas identified for improvement • monitor teaching practice to develop awareness of thoughts and actions, and their impact on learning outcomes • engage in professional discussions of contemporary educational issues and research, making connections to teaching practice • understand the importance of career long professional learning |
| A.6 know, understand and adhere to legal and ethical obligations and be aware of the nature of professional behaviour | <ul style="list-style-type: none"> • understand the importance of maintaining professional conduct as described in relevant <i>codes of professional ethics and conduct</i> • demonstrate professional knowledge about schooling, schools and the people in them • understand and demonstrate <i>duty of care</i> • demonstrate a knowledge of and adherence to the obligations of current legal and ethical frameworks • ensure that relevant <i>guidelines, policies and regulations</i> are understood and followed in practice • maintain appropriate <i>professional relationships</i> with students, teachers and other members of the school community • demonstrate an understanding of the importance of reflecting the values of the <i>school community</i> • understand and fulfill the <i>administrative duties, school protocols and professional responsibilities</i> of teachers |

B

Professional Relationships

Within the context of an approved pre-service teacher education course and supervised internship, graduates will understand the importance of and demonstrate a capacity to develop effective professional relationships within the school and pre-service communities.

| Elements | Indicators of practice |
|--|--|
| B.1 understand the importance of and make deliberate efforts to strengthen professional teacher-student relationships | <ul style="list-style-type: none"> • be positive and respectful in everyday interactions with students • identify the interests, abilities and needs of individual students • identify and support students' <i>physical, emotional, social, intellectual, spiritual, environmental and cultural needs</i> • <i>listen actively</i> and respond with appropriate verbal and non-verbal communication • demonstrate a flexible approach to support positive relationships • be clear about the consequences of inappropriate relationships and behaviours |
| B.2 understand the importance of and demonstrate a capacity to explicitly teach the skills for developing social competence to promote positive relationships | <ul style="list-style-type: none"> • model appropriate social behaviour in all situations • understand the importance of ensuring that all students know and understand <i>expectations for positive social interactions</i> • know how to explicitly teach skills for cooperation, friendship-making, dealing with feelings and alternatives to aggression, taking account of age and developmental stages • give examples of how to support in everyday interactions the development and practice of skills of social competence • <i>positively reinforce</i> in everyday interactions the use of skills of <i>social competence</i> • model and teach skills to develop tolerance and respect for difference |
| B.3 communicate effectively in a range of ways with stakeholders in the school and pre-service communities | <ul style="list-style-type: none"> • demonstrate a command of English which enables effective <i>communication</i> with students and members of the community • demonstrate the capacity for ongoing and effective <i>communication</i> with students, staff, parents and carers and community • foster respect and trust, and guarantee <i>confidentiality</i> where appropriate • develop a calm and approachable demeanour • understand accountability to parents and carers, staff and principal • develop the capacity to match language and methods of <i>communication</i> to audience community • develop and use negotiation and <i>conflict resolution skills</i> to resolve differences |
| B.4 work collaboratively to set and achieve common goals | <ul style="list-style-type: none"> • work as part of a team to set and achieve goals • recognise the roles, rights and responsibilities of students, parents and carers, teaching colleagues, support and administration staff • share knowledge, expertise and resources to benefit students' learning • participate in <i>collaborative planning and assessment</i> • understand the role of teacher aides in planning and supervising their work • identify ways of <i>working constructively with parents and carers to support students' learning and positive behaviour</i> • identify appropriate community resources and services to address student needs |



Professional Practice

Within the context of an approved pre-service teacher education course and supervised internship, graduates will assess, plan and teach for the learning needs of a range of students.

| Elements | Indicators of practice |
|--|---|
| C.1 plan and use fair, valid and reliable assessment strategies to inform teaching and learning | <ul style="list-style-type: none"> • use appropriate assessment strategies to allow students to demonstrate what they know and can do • ensure students are clear about what is being assessed • demonstrate the ability to monitor student progress and provide timely and constructive <i>feedback</i> • demonstrate a knowledge of how to build <i>consistency of judgement</i> through moderated and <i>collaborative assessment strategies</i> • interpret and use assessment data to inform planning and teaching • understand and contribute to school requirements for <i>formative and summative assessment</i> of student progress |
| C.2 plan teaching for deep understanding and transfer of learning | <ul style="list-style-type: none"> • base planning on current <i>curriculum frameworks</i> • build on students' <i>prior learning</i>, interests and experiences • design sequential <i>learning tasks</i> to motivate and engage all students and assist the development of deep conceptual understandings of curriculum content • establish <i>clear, challenging and achievable outcomes</i> for all students • plan for demonstration of understanding • plan for individual students to achieve specific <i>differentiated learning outcomes</i> • plan collaboratively with staff and students • plan activities that foster problem-solving, self-expression and creativity |
| C.3 be familiar with and use a range of appropriate teaching and learning strategies, materials and resources | <ul style="list-style-type: none"> • select appropriate strategies to extend students' thinking and understanding • create <i>flexible groupings</i> according to student needs • foster both <i>independent and cooperative learning</i> • access a range of <i>resources</i> to meet student needs • be flexible and responsive in order to take advantage of unplanned learning opportunities • embed the use of ICT within real life applications • develop students' <i>literacy, numeracy and ICT skills</i> • address diverse individual learning needs through appropriate interventions |
| C.4 provide prompt constructive feedback to students | <ul style="list-style-type: none"> • provide specific and explicit information about the degree of achievement of specific goals • use progress towards goals to inform future learning • use errors and misconceptions as opportunities for learning • provide encouragement • provide oral, written, formal or informal feedback as appropriate • check for students' understanding of feedback |
| C.5 demonstrate the capacity to report student progress to key stakeholders | <ul style="list-style-type: none"> • demonstrate knowledge of a range of reporting strategies • maintain accurate records of student progress • base reporting on ongoing <i>monitoring and assessment</i> • report student achievement against agreed outcomes and standards • ensure reporting is in line with school and system requirements • demonstrate an ability to <i>report to students, parents and carers</i> in a respectful, non-threatening, timely and accessible manner • understand that parents and carers are important contributors to the reporting process • understand the importance of consideration being given to relevant <i>socio-economic and cultural factors, and educational background</i>, when reporting to parents and carers |

D

Professional Practice

Within the context of an approved pre-service teacher education course and supervised internship, graduates will demonstrate the ability to plan for, and maintain a safe, inclusive and supportive learning environment.

| Elements | Indicators of practice |
|---|--|
| D.1 operate in an equitable manner | <ul style="list-style-type: none"> • recognise and value <i>diversity</i> • base interactions on a <i>social justice rationale</i> • understand the importance of and use <i>language that is inclusive and non-discriminatory</i> • identify and challenge <i>action that excludes and/or discriminates</i> • model and teach students the skills to <i>act democratically</i> • plan for all students to have engaging learning opportunities and access to appropriate resources • provide access to a rich, challenging curriculum for all students |
| D.2 plan for and work towards the establishment of a collaborative and cooperative learning culture | <ul style="list-style-type: none"> • plan clear, challenging and achievable expectations • encourage and value students' efforts and contributions • plan opportunities that encourage students to take <i>responsible educational risks</i> in their learning • demonstrate a knowledge of how to encourage students to become self-motivated and share responsibility for their learning • plan opportunities for all students to experience success at a <i>range of meaningful tasks</i> and to share and celebrate achievements • plan opportunities for parents and carers to be actively involved in the learning program |
| D.3 intentionally develop positive relationships with students and colleagues | <ul style="list-style-type: none"> • recognise the <i>physical, emotional, social and cultural needs</i> of all students and demonstrate a knowledge of how to support these needs • make learning goals clear • encourage participation in the learning program through sharing information • establish respectful, timely and effective <i>communication processes</i> • acknowledge and draw on others' knowledge and expertise |
| D.4 plan for and maintain a safe, positive and supportive physical environment | <ul style="list-style-type: none"> • provide an environment which is welcoming and age appropriate • ensure attention is given to the <i>physical comfort of all students</i> • monitor the physical environment to ensure the safety of all involved • adapt the physical environment to meet the purposes of the learning activities • <i>recognise the impact the physical environment has on student behaviour</i> and anticipate and address student needs • plan routines that are explicit, purposeful and understood |
| D.5 demonstrate the ability to apply a range of strategies used to support positive behaviour management | <ul style="list-style-type: none"> • understand the impact of context on behaviour and make adjustments to place students at their best advantage • use positive reinforcement judiciously and systematically • negotiate positively stated expectations with the class, and teach and reinforce these expectations • be familiar with current thinking and research on children's behaviour, including bullying and its impact • analyse, understand and plan behaviour support for students • have a <i>planned classroom procedure to address challenging behaviours</i>, aligning with <i>whole school procedures</i> and structures |
| D.6 demonstrate the ability to apply a range of strategies to build resilience in students | <ul style="list-style-type: none"> • demonstrate an understanding of the importance of skills for <i>social competence</i> • explicitly teach, model and embed in daily practice the skills of social competence • provide a consistent approach in which expectations are taught, understood and reinforced • plan <i>classroom rules</i> in line with school wide expectations |