

Glossary Tasmanian Professional Teaching Standards Framework

Dimension 1: Graduate

Dimension 2: Competence

Dimension 3: Accomplishment

A

act democratically

To **act democratically** is to participate actively in making decisions in everyday actions for the collective benefit of the community.

action that excludes and/or discriminates

Action that excludes and/or discriminates may include

- exclusion from school
- discrimination, harassment and bullying including physical, verbal and non-verbal actions
- exclusion from programs, activities, relationships
- limited or denied access to equipment, resources, and facilities
- providing most direct teaching in isolation from routine classroom activities

active engagement

Active engagement means that students

- focus on learning
- tend to stick with tasks through to completion
- better process new information

administrative duties

Administrative duties might include such things as

- record keeping
- completion of required forms
- liaison with departmental and other professional staff
- participation in whole of school management issues
- participation in and contribution to general school activities

age and developmental stages of student development *age and developmental stage*

All aspects of **student development** should be considered in planning learning experiences. Seeking out and using the indicators described by such theorists as Piaget, Erikson, Kohlberg and Maslow will help teachers to assess accurately the learning needs of individual students.

analyse inappropriate behaviour

Skills to **analyse inappropriate behaviour** may include teaching students to

- understand and communicate their feelings
- respond appropriately to feelings
- ask for information or help
- negotiate differences with friends
- deal with conflict constructively
- achieve what they want without hurting anyone else
- respond appropriately to provocation such as teasing or bullying
- evoke favourable responses from other people
- respond appropriately to people in authority

The teacher may also use functional assessment approaches when assessing behaviour and developing a support plan.

assessment practices which are fair, valid, reliable and authentic

Assessment practices directly measure actual performance, providing a broad range of continuous, qualitative data that teachers can use to inform and shape instruction.

Assessment practices are fair when they enable students from all backgrounds to demonstrate their skills, without disadvantaging any students.

Assessment practices are valid when they assess what is specified and students know and understand the criteria for assessment.

Assessment practices are reliable when there is consistency of assessment outcomes eg different assessors make the same judgement.

Assessment practices are authentic when students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

A teacher's on-balance judgement about a student's level is an informed and professionally derived judgement. The on-balance judgement takes into account the relative weights of the evidence collected, and the range of contexts, frequency, consistency and degree of independence shown by students in demonstrating outcomes.

assessment strategies

Teachers use a range of **assessment strategies** within meaningful contexts to enable students to demonstrate understanding and assess their own and others' learning. Using a range of **assessment strategies** promotes effective learning for all students and ensures that

particular students are not being disadvantaged. Examining student work collaboratively develops shared understandings about student achievement against outcomes and standards. A range of fair, valid and reliable **assessment strategies** includes

- the negotiation of assessment tasks with students
- performance assessments
- evaluation of assessment tasks
- using individual and class/group assessments
- completing appropriate and relevant checklists
- using curriculum guidelines to inform assessment tasks
- examples of assessment as, of and for learning
- using protocols
- using rubrics
- digital portfolios
- self assessment
- collaborative assessment
- peer assessments

B

barriers to communication

Some **barriers to communication** include

- different status of sender and receiver
- the use of jargon
- inappropriate medium used
- selective reporting
- poor timing
- conflict
- expectations
- control
- blaming
- silence
- exclusion

barriers to learning

barriers to full participation

Barriers to learning or **barriers to full participation** can originate from outside the school or from within, and some overlap, but all affect students' learning. When teachers are aware of the barriers, they are in a better position to attempt to break them down, avoiding stereotyping. Having high expectations for all students can greatly reduce barriers to learning.

Barriers originating from outside the school include

- social and cultural contexts including home environment, family stresses
- students' low self-esteem, lack of motivation, physical/emotional needs
- the perpetuation of socio-economic disparities of traditionally marginalised or vulnerable groups
- students seeing failure as probable and preferring to withhold their effort rather than risk failure
- students' low self esteem leading to avoidance of challenges because prospect of failure threatens sense of self-worth

Barriers originating from within the school include

- lack of adequate/appropriate resources to meet student needs
- inadequate methods of assessing
- poor learning environments
- consistently underestimating students' and the students' families' intellectual funds of knowledge
- quality of teacher performance
- teachers communicating differential expectations to students perceived as having greater or lesser learning potential
- taking away privileges, such as recess, on the basis of students' academic performance
- students seeing failure as probable and preferring to withhold effort rather than risk failure
- students' low self esteem leading to avoidance of challenges because the prospect of failure threatens sense of self-worth

Some possible ways of addressing these barriers

- work to build quality relationships with students, especially those considered to be at-risk and without other positive adult interaction
- make connections to students' home life
- ensure course materials relate to students' lives and highlight ways learning can be applied in real-life situations
- allow students to have some degree of control over learning
- assign challenging but achievable tasks for all students
- arouse students' curiosity about the topic being studied

C

classroom rules

Classroom rules relating to being safe, being respectful and being a learner foster ethical thinking and the practice of self-control by giving students the opportunity to apply general behaviour expectations to various situations. Classroom rules are specific, but in line with school-wide expectations. Four to six positive, clearly stated and exhibited classroom rules which are functional, educative and proactive are usually sufficient.

clear, challenging and achievable outcomes

Clear, challenging and achievable outcomes

- build on students' strengths
- focus on authentic tasks
- are based on active learning
- use everyday relevant life experiences to support learning
- provide opportunities for individual student projects and investigations
- provide a means of selecting content that is significant
- help learners to become independent and self-directed
- structure activities that challenge learners' suppositions and preconceptions

coach

Coaching is a process in which people are supported to develop and change as part of a long-term strategic program of change. The aim of coaching is to assist people to learn and adapt quickly, for them to achieve quality results and to maximise their performance.

codes of professional ethics and conduct

Codes of professional ethics and conduct are a formal statement of values and acceptable practices in a school. For example the Teachers Registration Board, Tasmania has a *Code of Professional Ethics for the Teaching Profession* which can be found at <http://trb.tas.gov.au>

collaborative assessment

Collaborative assessment involves teachers coming together to look closely at student work to interpret and understand the piece of work and how it relates to student goals. Collaborative assessment strategies may include formal processes such as the use of protocols and moderated assessment tasks.

collaborative and cooperative learning culture

Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A cooperative learning culture is based on positive interdependence and is achieved when students think in terms of 'we' rather than 'me'.

A collaborative and cooperative learning culture is evidenced by

- each member of the learning community acknowledged as an active participant
- developing a common language/meanings
- the developing and maintaining of a supportive learning community and will include opportunities for
- engaging in dialogue
- face to face interaction
- positive interdependence
- modelling and explicitly teaching social skills
- team work – working in a team and as a team
- informal discussions
- learning teams
- individual accountability
- a range of cooperative learning strategies
- community members regularly involved in learning programs

collaborative assessment strategies

Collaborative assessment strategies means teachers coming together to look closely at student work and to make judgements about its quality against outcomes and standards.

collaborative planning and assessment

Collaborative planning and assessment involves a team of people working together to plan and assess units of work. It provides opportunities for teachers to work together to make connections through examining practice, consulting with colleagues and developing skills.

collective responsibility and democratic processes

Collective responsibility is about working with others for the greater social good and acting as citizens in a community, contributing to the development of a collective identity.

Democratic processes include

- reflecting care, concern and respect for the rights of others
- listening to each other
- cooperating and collaborating to achieve purposes

- working together for the good of the whole, in times of need as well as times of celebration
- negotiating the curriculum and level and types of support
- problem solving in the community
- ensuring resources are distributed according to equity principles
- active involvement in the learning program

communication

Effective **communication** is when the purpose and the audience are matched and there is an awareness of the important role non-verbal communication plays. Effective communication includes

- voice tone, volume and register corresponding to context
- giving clear instructions
- avoiding jargon
- asking appropriate questions
- listening actively
- using non-verbal communication appropriately including eye contact, facial expressions, use of space, personal appearance, silence/wait time, posture, proximity, body orientation
- being assertive
- solving problems collaboratively

communication processes

Effective **communication processes** include

- ensuring access for members of the school community
- incidental and planned discussions
- formal and informal meetings
- social occasions
- home visits
- informal notes and emails
- correspondence
- telephone conferencing
- case conferences
- visual images such as photos, video
- reciprocal contracts
- audio tapes
- communication books that facilitate open and honest communication between student and teacher, parent/carer/teacher and others as required
- information technology
- reporting documents

concept-based teaching

Concept-based teaching is teaching through 'big ideas' which serve to focus learning. A concept is an idea that is timeless, abstract and broad, universal in application and represented by one or two words. Examples of concepts include conflict, family, change, power and perspective. Concepts bring focus and depth to study and lead students to the enduring understandings. Concept-based teaching fosters the ability to deal with abstractions, and to discover patterns and relationships.

confidentiality

Confidentiality is the obligation not to disclose willingly any information obtained in confidence. Teachers must respect the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the students' welfare.

conflict resolution skills

Conflict resolution skills include

- commitment to a problem-solving approach
- accepting and getting along with people who are different
- compromising in conflict situations
- responding to pressure appropriately
- cooperating
- using appropriate non-verbal communication
- being assertive
- taking responsibility for one's behaviour – stating feelings accurately, expressing feelings
- attending to the messages communicated by student behaviour
- using non blaming messages
- being empathetic
- listening actively

consequences are fair, clear and logical

Consequences are fair when they are in proportion to the seriousness of the violation and when the same consequences are applied to a behaviour whenever it occurs as well as being consistently enforced.

Consequences are clear when they are made explicit to the students from the outset.

Consequences are logical when there are planned, negotiated and explicit outcomes relating to a particular behaviour that

- is reasonable in scale
- communicates and enhances mutual respect and goodwill and treats students with dignity

- presents a choice where possible
- promotes student self discipline and personal responsibility

consistency of judgement

Building **consistency of judgement** in assessing students' work and making judgements within a class occurs through increasingly engaging in collaborative processes with other teachers within and across schools about students' learning outcomes, aiming to reach consistent judgements. Consistency of judgement relies on a common understanding of the core learning outcomes and what student demonstrations of the outcomes look like.

critical incidents

Critical or high level incidents encompass any event that

- seriously impacts on members of the school community
- causes people to feel distress, hardship, fear or grief
- results in temporary weakened problem solving/coping skills or emotional insecurity
- has traumatic elements that might leave people vulnerable to traumatic reactions

curriculum and assessment requirements

For each system there will be specific **curriculum and assessment requirements**. Teachers need to become familiar with the ones relevant to their context.

curriculum frameworks curriculum frameworks and assessing guidelines

Each system has its own requirements for **curriculum and assessment**, with various support materials available. Teachers need to become familiar with the ones relevant to their context.

D

deep understanding

Deep understanding is about extending learners' levels of thinking about central ideas and the relationships between and among those central ideas; this means that

- the processes of inquiry and reflection are brought to all questions and investigations

- thinking and learning strategies are explicitly taught
- learners question and reflect on their learning
- learners question and reflect on their use of thinking and learning strategies (metacognition)
- scaffolds for learning are provided
- students' everyday relevant life experiences are used to extend their learning
- teaching builds on students' diverse personal, social and cultural experience, knowledge and skills
- a range of mediums other than print are identified and included in the teaching
- opportunities for responding to challenges are provided in a variety of ways
- opportunities for the participation of learners of different abilities and backgrounds are maximised
- a relevant range of teaching approaches and strategies is included

differentiated learning outcomes

Differentiated learning outcomes refer to students working towards individualised, challenging and purposeful goals within the same learning task/sequence. Activities are suited to the diverse learning needs of students according to the mixed ability levels, interests, backgrounds etc and teachers make provision for **differentiated learning outcomes** through which students can demonstrate or exhibit what they have learned.

differentiated teaching for understanding

Differentiating teaching for understanding is about being sensitive to the needs of students and finding ways to help them make the necessary connections for learning to occur in the best possible way. Because 'one size does not fit all', a variety of teaching strategies are used in a differentiated classroom, including direct instruction, inquiry-based learning, cooperative learning, and information processing models. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves.

diversity

Diversity is valued when there are practices which acknowledge, respect and value the uniqueness, individuality, rich differences and specific needs of each learner, and removes negative value judgements about differences. Issues relating to diversity will be addressed

by practices that reflect consideration of

- age and developmental stage
- abilities
- disabilities
- ethnicities
- gender
- religions
- sexuality
- cultures
- social and economic factors
- family circumstances
- giftedness
- language
- previous access to formal schooling
- poverty

duty of care

Duty of care arises from the teacher-student relationship because a child is by nature in need of care and supervision. This is normally provided by the child's parents and carers but becomes the legal responsibility of school staff when the child is attending school or involved in activities associated with school. For further information, refer to relevant guidelines as detailed by the system in which you teach.

E

equitable manner

Teachers act in an **equitable manner** when they ensure all aspects of the learning environment are underpinned by principles of social justice and a core set of values, aiming to achieve optimal outcomes for all students. This includes consideration of access, participation and achievement for every student.

expectations for positive social interactions

The **expectations for positive social interactions** are the parameters for how students should behave, and include both verbal and nonverbal considerations. Three to five positively stated expectations will be negotiated, taught and reinforced.

explicit teaching

Explicit teaching involves directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes and includes

- modelling skills, behaviours, thinking
- explaining a new skill
- developing appropriate vocabulary
- motivating students and building their background knowledge
- providing guided practice until independence is attained

F

feedback

Feedback is information about what was and was not accomplished, given a specific goal and may include oral, written, formal and informal. **Feedback** informs teaching and needs to be both sought from and given to relevant stakeholders. **Feedback** is timely, pertinent and constructive when

- specific information is provided that acknowledges achievements and information about future learning
- errors and misconceptions are seen as opportunities for learning
- problems and difficulties in the misinterpretation of the context are made explicit, or from which planned teaching episodes will follow
- encouragement is provided

flexible groupings

In a differentiated class, students work in **flexible groupings** according to needs – sometimes alone, sometimes in pairs, sometimes in groups. Teachers move students in and out of groups based on students' instructional needs.

formal and informal reporting

Formal and informal reporting that is inclusive of all students uses a broad range of oral and written communication strategies providing parents and carers with accurate and relevant information about their child's achievement and progress.

Formal reports tell parents

- what their child is able to do
- areas of learning that require further attention or development
- additional ways of supporting their child's learning

Informal reporting to parents may include telephone calls, emails, student-led conferences, parent-teacher conferences, journals.

Reports can be formative or summative, oral or written, and may vary in frequency.

formative and summative assessment

Formative assessment occurs when learning progress is monitored *during* a learning sequence, course or unit. It provides continuous feedback to students and teachers and is directed toward improving learning.

Summative assessment typically occurs at the *end* of a sequence, course or unit and has as its main purpose the establishment of levels of achievement for reporting and certification purposes.

G

guidelines, policies and regulations

There are a range of school based as well as systemic **guidelines, policies and regulations** applicable to teachers. Teachers need to become familiar with and adhere to those applicable to their context.

H

high level interpersonal skills

High level interpersonal skills include

- establishing rapport with individuals and groups
- listening actively
- being flexible and adaptable
- critically self-reflecting
- understanding another person's point of view
- respecting individual dignity, worth and potential
- exercising self-discipline – demonstrating respect and professional ethics
- developing trust

- being empathetic
- being aware of biases or values that distort what is heard
- using nonverbal cues appropriately
- using feedback to build understanding
- assessing barriers to the use of successful interpersonal skills

how students learn

Knowing **how students learn** involves exploring theories of cognition and motivation, knowing the backgrounds of the students and being aware of and making provision for difference in learning styles and stages of development among students. Students learn more effectively when they already know something about a content area, when concepts in that area mean something to them and to their particular background or culture, and when they are actively involved.

implicit messages

Communication carries two types of message or potential meaning – a literal message and an **implicit message**.

Implicit messages are

- about the reason for the communication
- how the message is to be interpreted
- the nature of the relationship of the sender and receiver

Words, gestures, postures, glances, touches, tones of voice can all contribute to the **implicit message**

inappropriate behaviours

Inappropriate behaviours occur when the needs of students are not being met. These may include emotional, cognitive, social and physical needs. The teacher's skills in responding appropriately to inappropriate behaviours avoid an escalation of the inappropriate behaviour.

Inappropriate behaviours include acts that violate another person's rights such as

- unsafe acts
- property damage
- aggression
- immoral behaviour
- active off-task behaviour that disrupts others
- violations of behavioural agreements

inclusive assessing processes

Inclusive assessing processes serve students' learning and

- are fair, valid and reliable
- are negotiated
- ensure that students know what is being assessed, and when and why
- contribute to students' holistic development
- include opportunities to demonstrate learning, over a period of time
- gather information from a range of sources including student self assessments, peers, parents, carers and other staff
- include a range of tasks to suit individual needs and interests (visual, text, oral, video...)
- provide timely, constructive, individual feedback to students
- inform and are integrated into future teaching and learning processes
- provide opportunities for reflection, both verbal and written, individual and whole class
- provide students with opportunities to develop the necessary skills to participate in self and peer assessments
- have clear and visible criteria up front
- enable accountability requirements to be met

independent and cooperative learning

Independent learning involves students learning through their own efforts and with degrees of choice. When students undertake **independent learning**, they receive appropriate levels of support from the teacher without being reliant on their guidance. **Independent learning** allows students to learn at their own pace in their own way. **Cooperative learning** refers to methods for organizing and conducting classroom instruction and exists when students work together to accomplish shared learning goals. In this way, each student can then achieve their learning goal, if and only if, the other group members achieve theirs. There are five basic elements of **cooperative learning** and these elements become tools for solving problems associated with group work. They are

- positive interdependence
- individual accountability
- face-to-face interaction
- social skills
- processing

information and communication technologies

Information and Communication Technologies could include

- generic applications for word processing, publishing, drawing, organising data, managing information, presenting information, simulating processes, communicating
- content based resources – internet, intranets, CD and DVD resources
- instructional programs for individual/group instruction
- communication resources such as telephone, facsimile, e-mail, video conferencing, forums, chat rooms
- hardware equipment such as computers, peripherals (printers, scanners, digital cameras), tablets, graphic or programmable calculators
- Learning Management Systems including delivery systems, assessment, tracking and reporting systems

inquiry

An **inquiry** is a systematic investigation, reflection on and discussion about an idea, problem or issue. Inquiry-based learning encompasses the processes of posing problems, gathering information, thinking creatively about possibilities, making decisions and justifying conclusions. Through the process of **inquiry**, individuals construct much of their understanding of the natural and human-designed worlds. **Inquiry** is not so much seeking the right answer but rather seeking appropriate resolutions to questions and issues. For teachers, **inquiry** implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable students to continue the quest for knowledge throughout life.

integrate content and learning across curriculum areas

Integrating content and learning across curriculum areas means making connections between subject/discipline areas and creating opportunities for students to apply knowledge in a practical way.



language that is inclusive and non-discriminatory

Language that is inclusive and non-discriminatory supports the belief that people should be treated equitably and with courtesy, and should avoid

- stereotyping
- negatively emphasising difference
- labelling eg autistic student

More detail is available in publications such as *Guidelines for the Use of Non-Discriminatory Language - Language Matters* Department of Education, Tasmania 2003.

learning community learning communities

In a **learning community** all members are valued and respected for their knowledge, their contribution, and their needs. When school communities engage together in articulating values and goals for schooling and developing assessments, they create common understandings and shared meanings, critical to building a learning community.

Learning communities are dynamic, with all participants engaged in the learning experience and there is

- distributed control
- commitment to the making and sharing of new knowledge
- flexible and negotiated learning activities
- autonomous community members
- high levels of dialogue, interaction, and collaboration
- a shared goal, problem, or project that brings a common focus and incentive to work together

learning partnerships

Effective **learning partnerships** recognise who the partners are in learning, including students as well as members of the wider community. Partnerships require persistence and patience, have a shared sense of ownership and are productive.

learning sequences

Learning sequences clearly identify how learning experiences or performances link to goals.

learning styles and intelligences

Learning styles are different approaches or ways of learning. Learning styles theory recognises that individuals have preferences for different types of thinking processes and this affects their learning behaviour. The challenge for teachers is to address and apply different learning styles in the classroom. Everyone is different and one person can have several different learning styles, depending on the situation and the skill being learned. Howard Gardner suggests that individuals perceive the world through at least eight and possibly nine different and equally important **intelligences** – verbal-linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalistic, interpersonal, intrapersonal and possibly existential. These multiple **intelligences** can be nurtured and strengthened, including non-preferred ones.

learning tasks

Learning tasks which motivate and engage all students give them opportunities to use their knowledge and skills in real/authentic ways. These tasks can be real world, everyday, practical tasks but can also be quite fanciful, abstract or weird. **Learning tasks** provide the best opportunities when they

- allow students to construct and explore ideas
- have multiple paths to a valid outcome
- are structured in such a way that different students are able to demonstrate different kinds and levels of performance
- encourage learners to actively process information
- are not contrived
- are not rushed

legal, ethical and professional obligations legal and ethical obligations

All teachers and school leaders are required to meet the obligations of current **legal and ethical obligations** including the *Code of Professional Ethics for the Teaching Profession in Tasmania*, Teachers Registration Board, February 2006. See TRB website.

The **legal obligations** that affect teachers' work includes all relevant State and Commonwealth legislation. The relevant State legislation may include the following State Acts which can be accessed at

http://www.austlii.edu.au/au/legis/tas/consol_act/

- *Anti-Discrimination Act 1998* (Tasmania)

- *Children, Young Persons and their Families Act 1997* (Tasmania)
- *Education Act 1994* (Tasmania)
- *State Service Act 2000* (Tasmania) including State Service Principles & Code of Conduct
- *Teachers Registration Act 2000*
- *Workplace Health and Safety Act 1995* (Tasmania)

The relevant Commonwealth legislation may include the following Commonwealth Acts which can be accessed at www.comlaw.gov.au/

- *Disability Discrimination Act 1992*
- *Racial Discrimination Act 1975*

The **ethical obligations** that affect teachers' work includes relevant system policies, protocols and guidelines including those concerned with

- Anti-Discrimination and Anti-Harassment
- Assessment, monitoring and reporting
- Attendance, participation and retention of students at school
- Education for students who are gifted
- Equity in schooling
- Flexible learning through distance mode
- Gender equity
- Inclusion of students with disabilities
- Multicultural education
- Educational provision for students with challenging behaviour
- Supportive school communities
- National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples

listen actively

To **listen actively** is to focus attention on the speaker.

Literacy, numeracy and Information, Communication and Technology (ICT) skills

Developing students' **literacy skills** means focused teaching about non-verbal, spoken, written, visual and multimedia literacies, as needed.

Developing students' **numeracy skills** means focused teaching on number, spatial, patterning, measurement and data handling experiences.

Developing students' **information and communication technologies** means focused teaching of

- skills in using word processing, publishing, drawing, organising data, managing information, presenting information, simulating processes, creating interactive multi-media productions,

content based resources including: the Internet, intranets, CD and DVD resources, data bases

- use of communication resources such as telephone, facsimile, email, video conferencing, forums/bulletin boards/discussions/chat rooms, internal phone networks, cellular networks, SMS text systems
- use of hardware equipment such as computers, peripherals (printers, scanners, digital cameras), handheld and personal devices, and data logging technologies
- use of Learning Management Systems including delivery systems, assessment, tracking and reporting systems, resource identification, selection

literacy and numeracy strategies

All teachers are teachers of literacy and numeracy and therefore need to build a repertoire of strategies on which to draw to best support students' ongoing literacy and numeracy learning, recognising that students' needs will vary according to age and stage. Appropriate learning materials of differing literacy and numeracy levels need to be available.

low level responses

Low level responses use positive language and include teaching strategies such as

- tactical ignoring
- non-verbal direction
- redirecting
- rule reminders
- direct instruction
- choice
- modification to curriculum
- directly rewarding desired behaviour
- modifications to seating plan and classroom environment
- using a case management approach

M

mentor

Depending on the context, a **mentor** can be a coach, a supporter, a source of information and a learning partner. **Mentoring** involves the relationship between someone of greater expertise in a given setting working with someone of lesser experience. It focuses on assisting the 'novice' to grow and learn as a professional in that context, with mutually beneficial outcomes.

metacognition

Metacognition is ‘thinking about thinking’. Metacognitive knowledge refers to a person’s understanding about their own cognitive processes. It is our ability to devise a plan for producing whatever information is needed, to be conscious of our own steps and strategies during problem solving, and to reflect on and evaluate the productiveness of our thinking.

moderated and collaborative assessment processes

Moderated and collaborative assessment processes are formal processes in which teachers come together to look closely at student work and make judgements about its quality.

monitoring and assessment

Monitoring refers to a series of assessments made over time, in order to keep track of and analyse developments in students’ learning, assess their progress towards goals and facilitate program evaluation to inform future planning and accountability.

Assessment is the process of acquiring information and making judgements about students’ learning. The purposes of assessment include

- assisting student learning related to outcomes
- making judgements about students’ achievements
- evaluating the effectiveness of teaching programs
- informing decisions about students’ future learning

N

negotiation, mediation and conflict resolution skills *negotiation skills*

Negotiation is a process of involving students in decisions about their learning. Teachers negotiate with their students, sharing their intentions with them and making it clear what the constraints and non-negotiable elements are.

Mediation is a *fair and efficient* process to help resolve disputes and reach an agreement. The mediator helps the parties to jointly explore and reconcile their differences.

Conflict resolution skills include

- commitment to a problem-solving approach
- accepting and getting along with people who are different

- compromising in conflict situations
- responding to pressure appropriately
- cooperating
- communicating non-verbally
- being assertive
- taking responsibility for own behaviour – stating feelings accurately, expressing feelings
- attending to the message communicated by the behaviour
- using non blaming messages
- being empathetic
- listening actively

O

opportunities for parents and carers to be active participants in their child’s learning

Parents are their children’s first teachers; they know a lot about their children and can make significant contributions to their learning. Providing **opportunities for parents and carers to be active participants in their child’s learning** develops home-school connections and enriches students’ learning.

organise, monitor and adjust the physical environment as a preventative strategy

Classroom management techniques together with a safe and positive learning environment help support students’ engagement in learning, leading to achievement and reducing the potential of problem behaviour.

P

participatory and democratic processes

Participatory and democratic processes include

- listening to each other
- respecting the rights of others
- negotiating the curriculum, and level and types of support
- ensuring resources are distributed according to equity principles
- active involvement in the learning program

pedagogical processes

Pedagogical processes are teaching strategies or ways of teaching including teacher facilitated and student directed processes. Effective **pedagogical processes** vary, in response to students' interests and learning preferences.

pedagogy

Pedagogy is the principles and practice of teaching.

range of appropriate teaching pedagogies

A **range of appropriate teaching pedagogies** may include

- implementing cooperative learning
- teacher demonstration
- teacher modelling
- teacher explanations and analogies
- conferencing with individuals/groups
- provision of opportunities for reflection on and articulation of learning
- effective questioning, including open and closed questions
- using technology to support learning
- helping students to use all sources of information
- initiating inquiry based units of work
- scaffolding
- teaching metacognitive skills
- using role-plays
- peer and cross age tutoring
- determining specific needs according to purpose, audience and task
- breaking down the task (task analysis)
- graphic organisers

performances of understanding

Performances of understanding are activities that require students to use knowledge in new ways or situations and that helps them to build, as well as demonstrate, their understanding. Performances of understanding require students to go beyond the information given to create something new by reshaping, expanding, extrapolating from, applying, and building on what they already know. The best **performances of understanding** help students both develop *and* demonstrate their understanding.

personal and individual education plans

Personal and individual education plans support educational provision for students and identify personalised learning needs. These plans would be applicable for any student on the continuum including those with disabilities through to those with high ability.

personalise the learning

To **personalise the learning** means that all aspects of teaching and support are designed around a student's needs. No two people have the same background, learn in a like manner, or take away the same knowledge from the same experience so teachers actively design their teaching to meet *all* students' needs.

Personalised learning means high quality teaching that is responsive to the different ways students achieve their best.

Personalising the learning means that students have

- their individual needs addressed, both in school and extending beyond the classroom and into the family and community
- coordinated support to enable them to succeed to the full, whatever their talent or background
- a safe and secure environment in which to learn, with problems effectively dealt with
- a real say about their learning

physical comfort of all students

Attention to the **physical comfort of all students** ensures

- students are warm and comfortable
- desks, tables and chairs are of the right height
- students' personal space is respected as far as possible
- procedures are in place for students to attend to personal needs

physical, emotional, social, intellectual, spiritual, environmental and cultural needs

Physical, emotional, social and cultural needs refer to factors mentioned under **diversity** and are also to do with particular talents, special needs, transition, extenuating circumstances such as

- religious backgrounds
- socio-economic factors
- philosophical beliefs
- political beliefs

planned procedure to address challenging behaviours

A **planned procedure to address challenging behaviours** will be part of a school-wide system and will develop support to change behaviours by teaching replacement behaviours. A planned procedure will be

- negotiated
- documented
- decisive
- inclusive of a hierarchy of possible steps ranging from least intrusive teacher action to more intrusive teacher action
- respectful

Challenging behaviour is behaviour that

- is developmentally and/or age inappropriate
- is judged by more than one authoritative adult to be severely excessive or inappropriate within a given social situation
- interferes significantly with either the student's or other people's well being, learning or teaching and
- continues to be exhibited at an unacceptable level, subsequent to an appropriate school-based and home-base intervention that has been implemented accurately and with integrity

positive behaviour support

Positive behaviour support is a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. The strategies are long term procedures which provide the contextual support necessary for successful outcomes. Positive behaviour support strategies

- are responsive to individuals' preferences, strengths and needs
- explicitly teach replacement skills and builds relationships with individuals with challenging behaviours
- reinforce and acknowledge positive behaviours in a consistent way

- organise the learning environment for success
- are developed by a collaborative team

positively reinforce

Positively reinforcing the use of skills for social competence includes

- explicitly connecting praise to task achievement
- maintaining a ratio of approximately 6 positives to every 1 corrective
- highlighting and celebrating student success
- creating opportunities for all students to succeed
- teacher encouragement of students
- genuine, respectful and learner appropriate praise
- using other appropriate rewards
- involving parents/carers/guardians/significant others and peers in acknowledgment of success

potential barriers to students' full participation in learning

Potential barriers to students' full participation in learning include

- student attitudes and beliefs
 - students with low expectations for themselves become frustrated and give poor effort
 - students' lack of confidence in their own ability to learn and to be successful as well as their disengagement, or lack of connection with the learning leads to low achievement
 - lack of one's own belief in having the power to achieve also produces poor achievement
- teacher expectations and beliefs
 - teachers' unconscious biases and assumptions about students' potential have a substantial effect on performance, as low expectation students are often given fewer opportunities to perform
 - teachers' perceptions and interpretations of student actions may be influenced by their initial assessment of the students' potential
- family factors
 - high mobility
 - low level of parent education and poverty often become insurmountable obstacles for students, resulting in their detachment from the learning process and barriers to their achievement in schools
- the school culture
 - if curriculum fails to have meaning and relevance for students, those students simply don't try
 - schools must provide academic opportunities for all students and visibly promote the expectation that all students, regardless of individual circumstances, can succeed

principles of learning, teaching and assessment

Sound **principles of learning**

Learning is

- an innate and lifelong process
- a process of making meaning of the world
- profoundly influenced by social relationships
- dependent on being able to connect prior knowledge, perceptions or patterns of experience to new experience or new information and contexts
- significantly affected by emotions
- directly affected by self-concept
- more effective when information is embedded in purposeful and meaningful experiences
- occurring all the time and part of what is learned is understanding about context
- enhanced by learners being aware of how thinking and learning occur
- demonstrated when learners can apply their understandings in new situations in flexible and thought-provoking ways
- complex and non-linear

Sound **principles of teaching**

In **teaching**, educators (all significant people involved in supporting learners)

- expect that all people can learn
- maintain challenging expectations for all learners
- are concerned with the development of understanding
- view curriculum as being based on key ideas or questions
- recognise individual differences
- apply a relevant range of teaching approaches and strategies
- negotiate with learners about learning goals, activities, issues and contexts
- seek to discover what learners already know, value and are able to do
- develop positive relationships with and between all involved in the learners' learning
- communicate positive expectations and confidence in the learners' abilities
- act intentionally, planning for interactions with learners
- are aware how their own behaviour influences the context for learning
- explicitly teach thinking and learning strategies
- design learning sequences that explicitly support the transfer of learning to new problems and settings

- recognise the educational potential in risk-taking, mistakes or errors

Sound **principles of assessment**

- provides all learners with the capacity to demonstrate what they know, value and are able to do
- focuses on demonstrations of deep understanding moving beyond gathering and recalling information
- enables learners to negotiate assessment criteria and assessment tasks
- includes a range of valid and inclusive processes being used to gather information about what learners know, value and are able to do
- is fair, free from bias and inclusive for all learners
- includes evidence of the work of groups as well as individuals
- includes the monitoring of learners' emotional wellbeing
- provides timely, precise, genuine and constructive feedback
- encourages learners to exhibit their actual understandings
- tasks are based on real world contexts and embedded in recurrent learning
- encourages learners to question and reflect on their learning and their use of thinking and learning strategies
- products may vary widely to reflect different ways of demonstrating understanding

prior learning

Prior learning acts as a 'lens' through which students view and absorb new learning. Teachers link new information to the students' **prior learning**, activating student interest and curiosity and at the same time helping to correct misconceptions.

professional behaviour

Professional behaviour means

- refraining from improper physical contact with learners
- refraining from any form of sexual relationship with learners at a school
- using appropriate language and behaviour in interactions with learners, and acting in such a way as to elicit respect from the learners
- taking reasonable steps to ensure the safety of the learner

professional ethics and conduct

All Tasmanian teachers are bound by the *Code of Professional Ethics for the Teaching Profession in Tasmania*, Teachers Registration Board, February 2006. Many systems and schools also have Codes of Conduct.

professional learning

Professional learning encompasses a range of different activities including

- collaborative planning with colleagues
- engaging in professional reading
- structured reflection using teaching standards
- staffroom discussion of educational issues
- participation in professional associations
- discussion groups and chat rooms
- networks and clusters
- team planning
- learning circles
- study groups
- participation in workshops and seminars

professional learning plan

A **professional learning plan** is an individual teacher's plan for organising and managing their professional learning so it meets individual, school and system needs and priorities.

professional and personal needs

As well as developing skills and knowledge in managing the teaching and learning process, teachers need to be able to monitor their own health and well-being focusing on areas such as gaining appropriate support, monitoring stress levels, time management skills etc.

professional relationships

Professional relationships are characterised by trust and include taking responsibility for protecting the interests of students, respecting the trust involved in teacher/student relationships and accepting constraints and obligations inherent in that responsibility.

positive relationships

Positive relationships are fostered by

- working collaboratively
- acting with integrity
- using participatory and democratic processes
- using effective interpersonal skills (such as flexibility, adaptability, dependability, developing rapport and trust)
- planning for and celebrating success
- critically self-reflecting
- using humour

professional responsibilities

Professional responsibilities include

- acknowledging that the exercising of professional duties occurs within a context requiring cooperation with and support of colleagues
- behaving in a way that enhances the dignity and status of the teaching profession and does not bring the profession into disrepute
- keeping abreast of educational trends and developments
- promoting the ongoing development of teaching as a profession
- accepting a professional obligation towards the education and induction into the profession of new members of the teaching profession
- treating all students in just and equitable ways as they exercise their educational rights and responsibilities

“protocols”

Protocols provide a structure for examining educational practice in a democratic and orderly manner. They allow teachers to voice their opinions, ideas and concerns and to share their teaching practice in a safe environment.

Protocols

- are a structured conversation
- specify the roles different people in the group play (typically, a facilitator, a presenter and participants)
- enable learning about aspects of teaching and learning
- are structured to be productive, inclusive, positive and safe
- have a time frame of between 40-60 minutes

Q

quality assessment tasks

Quality assessment tasks are fair, valid, reliable and authentic and

- identify students' achievements and the extent of their progress in relation to the outcomes
- improve students' learning
- allow students to set goals for their learning
- motivate students to learn because their learning is personalised
- improve the effectiveness of teachers' planning and instruction
- allow schools to plan for improvement and set realistic priorities
- broaden home-school links that will enable parents to assist with their children's learning

R

recognise the impact the physical environment has on student behaviour

Ensuring the **physical environment** is right is critical in creating classrooms in which all students can learn effectively. The physical layout, furniture and furnishings collectively have an **impact on student behaviour**.

Taking account of students' comfort, provision for individual or group work, quiet spots and withdrawal areas can contribute to positive **student behaviour**.

reflective strategies

Reflective strategies are ways of reflecting on one's own practice to identify strengths and learning needs and should involve auditing practice using an appropriate set of standards. Strategies may also include professional discussions with a critical friend and/or colleagues, thinking about and writing about focused areas of teaching.

report student progress

To **report student progress** is to communicate about the information obtained from assessment and monitoring. The purpose of **reporting student progress** is to improve learning. It is one of the means by which parents and carers can participate in decisions about their child's education.

report to students, parents and carers

In **reporting to students, parents and carers**, teachers recognise that the students, parents and carers are all partners in education. Teachers use processes which are respectful, non-threatening, timely and accessible and include a variety of formats designed to effectively communicate information. Teachers promote harmonious relationships with parents and carers, doing what is practically possible to provide them with adequate and timely information about the well-being and progress of their child, enhancing the communication between school and the home.

resilience

Resilience refers to the personal protective mechanism which includes

- mastery over thoughts and feelings
 - autonomy
 - belonging
 - ability to problem solve
 - coping strategies
 - positive self esteem
 - self efficacy
 - realistic expectations that difficulties and problems will occur
- Strategies that promote **resilience** in students include
- providing students with skills to minimise and manage their anger
 - teaching a variety of approaches to problem solving
 - using programs that support the development of self management and enhancement of self concept
 - participation in decision making eg peer mediation, class meetings
 - explicit teaching of skills in the affective domain including non-verbal communication, active listening, assertiveness, empathy
 - using humour to diffuse conflict
 - teaching students to generate realistic explanations for their own successes and failures
 - teaching interpersonal skills
 - promoting independent habits
 - challenging irrational thoughts and redirecting thinking

resources

Resources may include

- human: peers (students), teacher assistants, families, carers, staff members, cluster learning support team, support teachers including ESL, outside agencies
- community based resources such as youth support agencies, voluntary organisations, therapy providers, sports groups, neighbours, medical practitioners and mentors
- other local and state Government agencies concerned with health and human services
- school based resources including print and non-print based, multimedia
- information
- time – arrangement of time within the school day
- financial
- Information and Communication Technologies (ICT)

responsible educational risks

Encouraging students to take **responsible educational risks** is about building capacity for increasing independence. It refers to all students having opportunities to undertake new learning experiences as they move towards increasing independence. For some students this may involve doing things that come easily to others. For other students this may mean gradually decreasing the support they are given in particular learning situations. It is about recognising the educational potential in risk taking, mistakes and errors and ensuring that students do not become dependent on support.

S

scaffolding the learning

Scaffolding is a teaching strategy. **Scaffolds for learning** are structures to support all learners to accomplish tasks that they might not be able to manage on their own, extending their levels of thinking and understanding. The teacher provides temporary supporting structures at particular points in the learning process. Scaffolds include materials, ideas and questions that provide opportunities for students to construct meaningful knowledge and develop skills. Over time, support is withdrawn and responsibility for learning gradually shifts to the learner.

school community

Each **school community** may have different customs, codes and beliefs. A **school community** may include

- students
- parents, grandparents, guardians, carers and significant others
- grade teachers
- learning area teachers
- classroom specialist teachers
- program managers and facilitators
- principals and other departmental staff
- support staff such as guidance, speech pathologists, social workers, support teachers including ESL, Aboriginal Education Officers (AEOs)
- administrative staff
- teacher aides
- non-teaching staff including cleaners, grounds staff and canteen staff
- parent and volunteer help and other community members

school protocols

Each school community may have different customs, codes and beliefs. These may be reflected in a framework of policies and procedures to enhance and promote a safe learning environment. Protocols may detail expectations for behaviour, define roles and responsibilities and cover developing effective partnerships.

self and peer assess self and peer assessments

Explicit teaching of **self and peer assessment** processes ensure that students are able to make judgements about how *well* they are learning and not just how *much* they have learned.

Students who are able to **self-assess** have been taught to monitor their own learning and can do so in a variety of ways including

- personal reflections
- using concept maps and graphic organisers
- participating in formal and informal interviews and discussions
- accessing help from advocates/significant others
- participating in discussion
- asking questions
 - Am I understanding and how well?
 - What else do I need to know and do to develop my understanding?
 - How can I demonstrate my understanding?

self-evaluation processes

Teachers use a range of **self-evaluation processes** to reflect on their practice and on themselves as learners. These processes may include framing different questions about practice; engaging in professional dialogue; thinking, writing about, discussing teaching moments and sequences; recording observations; taping and/or videotaping own teaching and reviewing; seeking student feedback; peer observations; keeping a diary.

sense of community, including collective responsibility and democratic processes

A sense of community, including collective responsibility and democratic processes may include

- reflecting care, concern and respect for members of community
- cooperating and collaborating with others to achieve purposes
- working together for the good of the whole, in times of need as well as times of celebration

- empathising with the viewpoint and positions of others
- making connections with the local community
- sharing ideas and understandings
- living with each other in the community
- highlighting connections to each other
- acting as informed and active members of the community
- discussing how power is and can be used appropriately to advantage the community problem solving in the community

skills for self-management and effective interactions

Skills for self-management and effective interactions are those necessary for successful living and may include

- developing self awareness
- respecting personal boundaries
- being able to recognise and describe one's feelings
- giving and receiving constructive feedback
- setting realistic and attainable goals
- developing problem solving skills
- accepting challenge
- respecting self and others
- developing self responsibility and responsibility towards others
- developing conflict resolution skills
- being able to self-reflect

social competence

Social competence is about having and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes that are valued in a particular context and culture. Within a school community this includes accessing the curriculum successfully, meeting associated personal, social and emotional needs and developing attitudes and skills that are transferable beyond the school. Skills for developing social competence include the following and require the explicit teaching of the language necessary for different purposes and contexts

- friendship making and maintaining
- cooperation
- responsibility
- following instructions
- empathy
- coping skills
- interacting
- planning
- turn taking

- speaking politely
- disagreeing agreeably
- problem solving
- being assertive
- conflict resolution
- mediation
- recognising and dealing with anxiety, anger, distress, grief, fear
- expressing affection
- dealing with stress
- dealing with feelings
- alternatives to aggression
- effective verbal and non-verbal communication skills

social effectiveness

Different cultures and contexts value different social behaviours. However, there is some broad consensus in most societies about what is desirable to achieve **social effectiveness**. These behaviours include

- establishing and maintaining a range of positive social relationships
- refraining from harming others
- contributing collaboratively and constructively to the peer group, family, school, workplace, community
- engaging in behaviours which enhance and protect health
- avoiding behaviours with serious negative consequences for the individual or others or both

social justice rationale

A **social justice rationale** is based on the concept of 'a fair go for all'. It views education as a major means of achieving a more just and equitable society through minimising disadvantage to students that may result from their background or the way that education is provided.

A commitment to educational equity is fundamental to a democracy. It is recognition of the entitlement of all students to an education that meets their needs. In a fair and egalitarian society in which all people are considered to have equal worth and rights, a commitment to principles of educational equity is essential. Some students and groups will require additional resources and support if these principles are to be enacted.

social skills

Social skills enable students to interact with others in acceptable ways and are the foundation for friendships and social interactions. Peer relationships provide critical opportunities for students to learn the skills of managing conflict and working towards establishing intimacy as they develop strategies to deal with complex interpersonal relationships. Of critical importance are classroom strategies that promote cooperative, rather than competitive, activities; foster dramatic play techniques and reflective strategies for thinking about and discussing social interactions; and enable students to get to know and trust each other and work towards truly interdependent activity.

socio-economic and cultural factors, and educational background

Socio-economic and cultural factors, and educational background may include

- poverty
- ethnicity
- religion
- socio-economic status
- level of literacy and numeracy skills
- aboriginality

stakeholders

Stakeholders may include

- students
- family members
- members of the school community
- advocate(s)
- teachers including ESL
- resource and cluster learning support teams
- teacher assistants
- outside agencies, both government and non-government
- therapists – speech, physio, occupational
- resource and cluster learning support teams
- system – Government, Catholic education and non-government systems

T

teaching strategies

Teaching strategies may include

- implementing cooperative learning
- teacher demonstration
- teacher modelling
- explanations and analogies
- conferencing with individuals/groups
- opportunities for reflection on and articulation of learning
- effective questioning, including open and closed questions
- using information and communication technologies to support learning
- helping students to use all sources of information
- initiating inquiry based units of work
- scaffolding
- teaching metacognitive skills
- using roleplays
- peer and cross age tutoring
- determining specific needs according to purpose, audience and task
- breaking down the task (task analysis)

theories, guidelines and policies

Theories, guidelines and policies to support planning using current documents will vary according to teaching context and may include the following

Theories

- concept-based learning
- theories of cognitive development /taxonomies of learning
- conditions of learning /learning styles /brain research
- multiple intelligences /disciplinary and transdisciplinary learning
- constructivism
- teaching for understanding
- metacognitive theories /thinking skills and dispositions

Guidelines to support

- the use of curriculum frameworks
- learning, teaching and assessing
- planning
- assessing, monitoring and reporting
- individual planning

Policies associated with

- assessment, monitoring and reporting
- equity in schooling
- inclusion of students with disabilities

thinking skills

Thinking skills include

- being able to reason
- asking questions
- making decisions
- solving complex problems
- justifying
- drawing conclusions
- gathering and analysing information
- being empathetic
- making ethical decisions about issues, events, actions

transfer of learning

The **transfer of learning** to new situations refers to applying skills and understandings to new and unfamiliar contexts in flexible and thought provoking ways and will require the teaching of skills in a range of environments, for example another classroom, playground, local community, work placements.

V

valued tasks

Opportunities to experience success at **valued tasks** mean setting achievable realistic goals for all students to provide a sense of genuine success. This can be achieved by

- clear goals which students understand and feel confident about achieving
- using a curriculum that builds on the skills mastered
- giving students feedback that specifies what has been achieved
- using resources that interests students
- developing cooperative rather than competitive group structures
- ensuring learning tasks are socially, culturally and age appropriate

W

whole school procedures

Whole school procedures will include the

- individual school emergency plan
- departmental/organisational emergency response protocols

work constructively with parents and carers to support students' learning and positive behaviour

Students do better when parents and families are involved in their schooling.

Working constructively with parents and carers to support students' learning and positive behaviour occurs through good communication and relationships among schools, families, and communities together with the development of shared understandings, helping to maximize students' chances of success.

Margaret Kelly
Department of Education 2006
Revised Teachers Registration Board 2007

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