


STANDARDS FOR GRADUATING TEACHERS

| STANDARDS | PROFESSIONAL KNOWLEDGE | | | PROFESSIONAL PRACTICE | | | PROFESSIONAL ENGAGEMENT | |
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| <p>These three broad themes and eight standards together describe the essential elements of teaching.</p> <p>The Institute requires all graduating teachers to have had pre-service professional learning experiences which lead to development of practice within these eight standards.</p> <p>The Institute's process of review and approval of pre-service teacher education courses has been developed to ensure that these standards and a number of essential elements of practice and knowledge are included in all approved courses.</p> | <p>1 Teachers know how students learn and how to teach them effectively.</p> | <p>2 Teachers know the content they teach.</p> | <p>3 Teachers know their students.</p> | <p>4 Teachers plan and assess for effective learning.</p> | <p>5 Teachers create and maintain safe and challenging learning environments.</p> | <p>6 Teachers use a range of teaching practices and resources to engage students in effective learning.</p> | <p>7 Teachers reflect on, evaluate and improve their professional knowledge and practice.</p> | <p>8 Teachers are active members of their profession.</p> |
| <p>CHARACTERISTICS OF TEACHING</p> <p>The characteristics of teachers' knowledge, practice and professional engagement have been identified by teachers and teacher educators as essential for the preparation of members of the teaching profession.</p> <p>This list of characteristics provides a guide to effective teaching practices that all teachers graduating from a course of pre-service teacher education should have opportunities to consider, understand and develop as professional knowledge during their course.</p> <p>Pre-service teacher education courses should provide all students with the opportunity to develop this essential body of knowledge and practice.</p> <p>Tertiary institutions seeking to prepare teachers will have their courses reviewed for their capacity to provide candidates with this essential practice and to demonstrate that graduates meet these standards.</p> | <p>Within the context of four years of tertiary education including at least one year of pre-service teacher education and specific subject guidelines, graduating teachers will ...</p> | | | <p>Within the context of a course of pre-service teacher education which provides at least 45 days of supervised professional practice, graduating teachers will ...</p> | | | <p>Within the context of professional studies, graduating teachers will ...</p> | |
|  | <ul style="list-style-type: none"> have a sound knowledge of current learning theories and of pedagogical models from which they draw their practice have knowledge of theory and contemporary research in child and adolescent development and other fields of study which contribute to an understanding of student learning know the principles and skills of instruction and program design and know how to engage students actively in learning have a sound knowledge of the role of language and literacy in learning, of the conceptual, cognitive or developmental steps students make and of barriers to learning have a critical understanding of both formative and summative assessment including the uses of both be aware of how curriculum and assessment is structured to support learning have knowledge of effective pedagogical approaches specific to the content areas they intend to teach. | <ul style="list-style-type: none"> have a critical understanding of the content, processes and skills of the content areas they intend to teach be aware of the key concepts, structure and developments in their content areas know the pedagogical approaches, resources and technologies used to support and assess student learning within their content areas know the importance of literacy and numeracy to their content area and can incorporate strategies to support literacy and numeracy in their teaching know how to integrate learning and student understanding across a number of content areas be aware of tools and practices for assessing, recording and reporting student learning progress to parents and other stakeholders. | <ul style="list-style-type: none"> demonstrate empathy and positive regard for, and rapport with, students regard all students as capable of learning and demonstrate an understanding of, and commitment to, equity in their practice know how to identify the prior knowledge, the learning strengths and weaknesses of students, and other factors which impact on learning have an understanding of cultural and religious diversity and of socioeconomic factors which may influence the students they teach be aware of teaching and classroom management challenges and develop appropriate professional responses to them understand the legal and ethical dimensions of teaching, including duty of care and the nature of their professional commitment to students appreciate the position of trust they are given by parents/guardians and the community and are aware of ways parent/teacher partnerships can be developed. | <ul style="list-style-type: none"> use their professional knowledge to establish clear, challenging and achievable learning goals for students as individuals and groups design lesson and unit plans which integrate a range of activities, resources, and materials to support learning, including the use of ICT and other learning technologies evaluate student responses and work samples, using a variety of strategies and tools to make appropriate assessments of learning and plans for future teaching and learning activities plan learning sequences and units which are consistent with curriculum statements, frameworks and assessment structures commonly used in schools monitor and record student learning, providing appropriate feedback to students on their progress and how to improve, and for reporting to parents. | <ul style="list-style-type: none"> establish clear expectations of behaviour for a safe learning environment for all students, including learning environments utilised outside school environments model exemplary behaviour for cooperative learning and positive interactions with others be aware of and can use a range of strategies to establish a positive and inclusive learning environment where all students can learn and are challenged manage the materials, resources and physical space within the school to ensure a safe and challenging environment for learning work within the legal and ethical framework expected of all teachers and maintain appropriate professional relationships with students work cooperatively and purposefully with colleagues and other professionals who share responsibility for the learning and welfare of their students. | <ul style="list-style-type: none"> understand and employ strategies for building effective relationships with students, parents and colleagues model curiosity and enthusiasm for learning and are aware of strategies to make the content they teach accessible and relevant create opportunities for students to explore ideas and emerging understandings and to develop skills use a range of teaching approaches which foster independent and cooperative learning, cater for different learning needs and respond flexibly to the dynamics of the classroom access and use a range of teaching and learning resources and technologies to support student learning use effective oral, written and electronic communication skills to communicate with students, their parents and colleagues. | <ul style="list-style-type: none"> recognise the value of regularly reflecting on their professional knowledge and practice, and develop strategies for reflection individually and collectively be aware of their own strengths, preferences and needs as a learner, and can identify areas for development as an emerging practitioner and member of the profession engage in discussion of contemporary issues and research in education demonstrate a commitment to continuing professional learning and employ effective strategies to develop their knowledge and refine their professional practice understand the structures and skills which underpin collegiate practice and demonstrate a capacity to work collaboratively within the profession. | <ul style="list-style-type: none"> be aware of the ways teachers typically engage with their profession, and demonstrate a capacity to do so themselves demonstrate a capacity to contribute to a professional learning community, in a school and in the wider community (e.g. by engagement with a professional teaching body) understand the social, political and ethical dimensions of education and within that framework can articulate a vision or philosophy of the role of a teacher generally, and of their work specifically understand the professional behaviour and ethical conduct expected of a teacher and demonstrate attitudes which support professional behaviour be aware of stakeholders, industrial structures, career opportunities, and regulatory requirements which impact on their profession be aware of common administrative and professional duties and expectations of teachers, and can fulfill these competently. |