

DOCUMENT 4

PROFESSIONAL EXPERIENCE - EVIDENCE GUIDE FOR SUPERVISING TEACHERS

Background

The *Australian Professional Standards for Teachers* is a public statement of what constitutes quality teaching. The standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools, which results in improved educational outcomes for students. The standards do this by providing a framework that describes the knowledge, practice and professional engagement required at stages in teachers' careers. They present a common understanding and language for discourse between teachers, employers, teacher educators, teacher organisations, professional associations and the public.

In NSW, accreditation is the structure through which teachers are recognised as meeting these standards. It ensures the integrity and accountability of the profession. It recognises the significance of teaching as a profession, and the position of trust and responsibility that teachers have within society.

There are two mandatory levels of accreditation: Provisional/Conditional and Proficient Teacher.

Teachers with a completed teaching qualification are eligible for provisional accreditation. Applicants still undertaking their teaching qualification are eligible for conditional accreditation. Completion of an approved teacher education program recognises that the teacher has met the standards at the Graduate Teacher career stage. The second stage of a teacher's career is recognised when they demonstrate their achievement of the standards at the Proficient Teacher career stage.

The purpose of this evidence guide

Supervising teachers in schools are pivotal in assessing and supporting teacher education students on professional experience. Initial teacher education providers place trust in them to fulfil these dual roles.

This evidence guide for the Graduate Teacher Standards is designed to help build the capacity of supervising teachers to make professional judgements by clarifying the meaning and significance of each Graduate Teacher Standard descriptor. It is a practical guide that develops from the conceptual to the operational with indicators of practice.

It should also support the rigour and consistency of assessment by providing supervising teachers with specific examples of what teacher practice at this level should look like.

It is designed to be inclusive of practice across the Kindergarten to Year 12 years of schooling.

The evidence guide differentiates between what a teacher education student should be able to demonstrate during an early professional experience practice and the final placement, at which time all of the relevant standard descriptors should be demonstrated.

The intention is that providers should include this evidence guide, or a variation of it, in their professional experience handbooks for access by supervising teachers and teacher education students.

When selecting evidence of achievement of the standards, supervising teachers should be aware that evidence should verify a teacher education student's achievement of each of the standard descriptors.

Most of the evidence will be drawn from observation of the teacher education student's teaching practice but evidence can also be derived from a range of sources, such as lesson planning documents.

Supervising teachers should also be aware that a single piece of evidence can be used to address multiple descriptors across the seven standards.

For example, a supervising teacher's lesson observation notes with a teacher education student's reflection attached may demonstrate how the teacher education student:

- has demonstrated knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds (Descriptor 1.3.1)
- has demonstrated knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (Descriptor 1.5.1)
- has implemented teaching strategies for using ICT to expand curriculum learning opportunities for students (Descriptor 2.6.1)
- has demonstrated a range of verbal and non-verbal communication strategies to support student engagement (Descriptor 3.5.1).

Likewise, a teaching and learning sequence or lesson planning documentation may demonstrate how the teacher education student:

- has used curriculum, assessment and reporting knowledge to design learning sequences and lesson plans (Descriptor 2.3.1)
- knows and understands literacy and numeracy teaching strategies and their application (Descriptor 2.5.1)
- implements teaching strategies for using ICT to expand curriculum learning opportunities for students (Descriptor 2.6.1)
- has sought and applied constructive feedback from colleagues (Descriptor 6.3.1).

Examples of evidence of achievement of the Graduate Teacher Standards

Observations and discussions

- supervising teacher's lesson observation notes with teacher education student's reflection
- post-observation meeting and discussion notes
- observations of a variety of teacher education student's practice/requirements
- observed classroom behaviours/expectations
- use of a range of strategies to manage classroom behaviour
- teacher education student's reflection on observed lessons
- observation of adapting lesson plan and teaching strategies to meet the individual needs of students
- observation that reveals knowledge and understanding of the content of the relevant teaching area

Curriculum planning documents

- annotated individual teacher education student's plans
- lesson plans and/or sequences of lessons
- resources, tasks and activities developed and used

- homework tasks set
- use of models of learning to develop teaching and learning programs and activities
- evidence of differentiated learning within lesson plans

Assessment and student learning

- evidence of feedback meetings/interviews with students regarding directed learning goals
- teacher education student's records of student data
- annotated notes or samples of assessment tools/tests/strategies/conversations
- documentation of student(s) learning
- student-directed learning goals
- mapping of student learning

Feedback received and given

- notes on outcomes from feedback meetings/interviews with students regarding directed learning goals
- annotated record of feedback given to students
- teacher record-keeping system
- meeting logs
- formal and informal communication with parent/carers
- student reflections and feedback

Teacher education student's reflections

- analysis and evaluation of teaching and learning plans and/or unit/lesson plans
- analysis of effectiveness of assessment tools/strategies
- audit of the physical classroom environment/classroom layout modification
- evidence of professional reading and reflection
- reflection on student learning and needs
- videoing of own practice

Collaboration and professional learning

- team teaching evidence
- sharing of resources
- collaborative planning and preparation
- participation in assessment moderation activities
- review of and reflection on professional learning undertaken
- action research project
- membership of professional association
- presentations prepared and delivered
- evidence of involvement in extracurricular activities
- evidence of work with external professionals and community representatives

GRADUATE TEACHER STANDARDS EVIDENCE GUIDE TO SUPPORT PROFESSIONAL EXPERIENCE

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
1	Know students and how they learn	The teacher education student ...	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> • Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner • Identifies achievable learning goals for students • Demonstrates a developing awareness of differences in students' learning styles and needs • Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching 	<ul style="list-style-type: none"> • Identifies students' specific physical, social and intellectual learning needs • Communicates and interacts in ways appropriate to students' development stages • Makes modifications to delivery depending on students' physical, social and intellectual development • Considers and makes modifications to the learning environment depending on physical, social and intellectual development • Uses a variety of resources to account for the learning style and needs of students • Plans differentiated work for students (modified and extension)
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> • Identifies current research into how students learn and the implications for teaching 	<ul style="list-style-type: none"> • Applies knowledge of current research to inform teaching strategies • Applies knowledge of research on how students' skills, interests and prior achievements affect learning
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<ul style="list-style-type: none"> • Shows an awareness of the need to differentiate teaching strategies based on student diversity • Is aware that schools have programs and policies relating to inclusivity • Begins to incorporate global issues into lessons and unit planning • Displays cultural sensitivity 	<ul style="list-style-type: none"> • Uses effective questioning or other techniques to engage students from diverse backgrounds • Plans for and respects the diversity of all students within the classroom • Uses culturally sensitive resources, language and strategies in teaching practice • Presents controversial issues in a sensitive manner • Encourages students to express and explore their values and attitudes in a sensitive manner

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<ul style="list-style-type: none"> • Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds 	<ul style="list-style-type: none"> • Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance • Integrates culturally sensitive resources, language and strategies in teaching practice
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<ul style="list-style-type: none"> • Is aware of the need to differentiate teaching to meet the different learning needs of all students • Develops lessons that meet the different needs of all students 	<ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities • Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students • Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> • Is aware of and discusses disability legislative requirements • Discusses how the learning needs of students with different disabilities could be met • Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities • Complies with disability legislative requirements • Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities 	<ul style="list-style-type: none"> • Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs • Develops a sequence of learning experiences that support the learning of all students with a disability • Complies with disability legislative requirements • Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
2	Know the content and how to teach it	The teacher education student ...	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> Clearly articulates and accurately explains the content of the lesson Accurately answers content-related questions from students Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context 	<ul style="list-style-type: none"> Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents
2.2.1	Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> Plans individual lessons clearly and logically Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program 	<ul style="list-style-type: none"> Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> Uses the school program as a basis for designing effective lesson plans and assessment of learning Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly 	<ul style="list-style-type: none"> Designs assessments which show clear links to the teaching and learning program and reporting cycle Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions 	<ul style="list-style-type: none"> Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

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2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement 	<ul style="list-style-type: none"> • Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy and/or numeracy achievement • Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful • Can incorporate ICT resources into lessons to enhance students' learning 	<ul style="list-style-type: none"> • Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (eg project-based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software)
3	Plan for and implement effective teaching and learning	The teacher education student ...	
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<ul style="list-style-type: none"> • Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs • Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students 	<ul style="list-style-type: none"> • Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities • Differentiates curriculum in lesson plans • Knows when students have or have not attained a learning goal

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3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<ul style="list-style-type: none"> Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher Reflects with their supervising teacher on lesson planning and student learning Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans Takes into account the supervising teacher's feedback in relation to content and student management to plan future student learning 	<ul style="list-style-type: none"> Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Utilises the host school's scope and sequences and content overviews to plan appropriate lessons Reflects with their supervising teacher on lesson/unit delivery to enhance student learning Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences Takes into account the supervising teacher's feedback in relation to content and student management to plan future learning
3.3.1	Include a range of teaching strategies.	<ul style="list-style-type: none"> Plans and incorporates a range of teaching strategies Includes a basic range of teaching strategies 	<ul style="list-style-type: none"> Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management Demonstrates the ability to plan and incorporate a range of teaching strategies Includes an extended range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher 	<ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice Uses a variety of technologies to engage students Uses resources appropriate to student developmental levels and manages resources professionally Accesses and uses curriculum support materials effectively

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3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian English • Implements the use of vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning • Begins to acknowledge and develop student responses in an inclusive manner • Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates and models non-verbal forms of communication, in consultation with the supervising teacher 	<ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian English • Effectively uses vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding • Acknowledges and logically develops student responses in an inclusive manner • Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for student engagement and management
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (eg observational data) • Develops a range of strategies to cater for the diverse range of learners within the class • Accesses assessment criteria in consultation with the supervising teacher • Reflects on lessons to inform future planning and to improve pedagogy • Describes broad strategies that can be used to evaluate teaching to improve student learning 	<ul style="list-style-type: none"> • Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment • Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class • Informs students by accessing and deconstructing explicit quality criteria for assessment • Reflects on lesson to inform future planning and improve pedagogy • Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning

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3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> Communicates effectively with parents/carers in the classroom Consults with the supervising teacher in order to understand school-home connections (eg the school homework policy) In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers Describes strategies for involving parents/carers in the educative process 	<ul style="list-style-type: none"> Encourages parents/carers to visit the classroom and school Interacts professionally and respectfully with parents/carers Connects school learning to the home context Draws on resources within the community to enhance lesson/unit content Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers Describes strategies for involving parents/carers in the educative process
4	Create and maintain supportive and safe learning environments	The teacher education student ...	
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"> Discusses strategies with the classroom teacher Communicates value and respect for students as individuals and learners Trials and reflects upon the success of strategies to support student engagement 	<ul style="list-style-type: none"> Contributes to an inclusive classroom where all students are acknowledged as individuals Models an enthusiastic and positive attitude towards teaching and learning Demonstrates effective strategies for engaging students
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> Has learnt and uses students' names Records observations and discusses classroom routines Records observations and discusses techniques that teachers use to support student time spent on learning tasks Trials and reflects upon the implementation of classroom management strategies 	<ul style="list-style-type: none"> Employs classroom routines consistently to maximise student learning Plans and delivers lessons that are timed and sequenced to meet the needs of the students Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes

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4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> • Remains calm and fair • Discusses student management techniques that are appropriate and consistently applied • Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches • Understands the need to establish and work within an identifiable welfare/classroom management system 	<ul style="list-style-type: none"> • Plans engaging learning activities that motivate and engage students • Demonstrates an understanding of situations that trigger challenging behaviour • Applies student management techniques that are fair, appropriate and consistent • Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context • Demonstrates a range of strategies to refocus students
4.4.1	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	<ul style="list-style-type: none"> • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Trials and reflects upon practices for student well-being after discussion with the supervising teacher 	<ul style="list-style-type: none"> • Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Demonstrates the management of student behaviour and safety in accordance with mandatory policies
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<ul style="list-style-type: none"> • Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (eg awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law) 	<ul style="list-style-type: none"> • Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law • Responds appropriately when there is evidence of unethical student use of ICT

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5	Assess, provide feedback and report on student learning	The teacher education student ...	
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<ul style="list-style-type: none"> • Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher • Records and uses assessment information informally (eg observations of student learning and/or work samples) to monitor student learning 	<ul style="list-style-type: none"> • Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning • Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<ul style="list-style-type: none"> • Gives constructive and purposeful feedback to students about their learning progress • Provides appropriate encouragement to students 	<ul style="list-style-type: none"> • Builds appropriate reinforcement and feedback into lesson plans • Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting)
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> • Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics • Develops from their supervising teacher an understanding about school or system assessment and moderation policies 	<ul style="list-style-type: none"> • Understands the process of moderation and the principle of ensuring consistent teacher judgement • Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities • Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> • Considers the types of evidence required to effectively evaluate student learning • Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher 	<ul style="list-style-type: none"> • Bases lesson reflections on the evidence gathered through assessment tasks • Explains how assessment data has been applied to their planning and teaching practice
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<ul style="list-style-type: none"> • Discusses student achievement with the supervising teacher • Is familiar with the school's reporting procedures and policies 	<ul style="list-style-type: none"> • Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures • Employs a variety of methods to record evidence gathered through assessment activities

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6	Engage in professional learning	The teacher education student ...	
6.1.1	Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	<ul style="list-style-type: none"> • Is familiar with the <i>Australian Professional Standards for Teachers</i> and how they frame teaching practice • Engages in self-reflection about aspects of professional knowledge, practice and engagement • Identifies personal learning goals in relation to the standards 	<ul style="list-style-type: none"> • Develops a professional portfolio of evidence supporting claims against each of the <i>Australian Professional Standards for Teachers</i> at Graduate level • Identifies personal learning goals in relation to the standards
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	<ul style="list-style-type: none"> • Seeks opportunity within the school for professional learning through discussions with staff • Attends professional meetings 	<ul style="list-style-type: none"> • Contributes to staff and curriculum meetings where appropriate • Participates in professional teams
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<ul style="list-style-type: none"> • Sets short-term teaching goals in discussion with their supervising teacher • Receives constructive feedback in a positive and professional manner • Acts promptly in applying feedback to improve teaching practices 	<ul style="list-style-type: none"> • Receives constructive feedback in a positive and professional manner, and acts upon it promptly • Sets realistic short- and long-term goals with their supervising teacher • Realistically analyses the extent to which they have achieved their learning goals
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<ul style="list-style-type: none"> • Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance 	<ul style="list-style-type: none"> • Engages innovatively within the limits of their responsibilities and capabilities • Demonstrates a commitment to teaching and to continuous improvement of their practice • Recognises that teachers are agents of their own professional learning • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance

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7	Engage professionally with colleagues, parents/carers and the community	The teacher education student ...	
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<ul style="list-style-type: none"> Behaves ethically and respects the confidentiality of student and school information Communicates effectively and interacts professionally with colleagues Reflects on personal and professional ethical practice 	<ul style="list-style-type: none"> Demonstrates knowledge of the relevant codes of ethics that underpin their educational context Reflects critically on personal and professional practice Communicates effectively and interacts professionally with colleagues
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<ul style="list-style-type: none"> Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies Describes relevant legislative, administrative and organisational policies and processes 	<ul style="list-style-type: none"> Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<ul style="list-style-type: none"> Employs appropriate and respectful professional communication with school staff, visitors, parents and carers Describes strategies for working effectively with parents/carers 	<ul style="list-style-type: none"> Establishes respectful collaborative relationships through the use of appropriate language, tone and body language Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and parents/carers Describes strategies for working effectively with parents/carers
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul style="list-style-type: none"> Shows willingness to participate with school staff in a range of activities Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice 	<ul style="list-style-type: none"> Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development