

GRADUATE

COMPETENT

ACCOMPLISHED

	GRADUATE	COMPETENT	ACCOMPLISHED
PROFESSIONAL ENGAGEMENT	<p>1 TEACHERS ARE ACTIVE MEMBERS OF THEIR PROFESSION.</p> <p>1.1 Graduate teachers can contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.</p> <p>1.2 Graduate teachers can develop and maintain positive relationships with other professionals, parents/carers and members of the broader community to provide effective learning for students.</p> <p>1.3 Graduate teachers begin to share responsibility for the integrity of the profession by promoting learning, the value of education and the profession in the wider community.</p> <p>1.4 Graduate teachers act with dignity, courtesy and empathy in their relationships with all staff, students, parents/carers and the education community.</p> <p>1.5 Graduate teachers understand and fulfil their legal and ethical responsibilities.</p>	<p>1.1 Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.</p> <p>1.2 Teachers develop and maintain positive relationships with other professionals, parents/carers and members of the broader community to provide effective learning for students.</p> <p>1.3 Teachers share responsibility for the integrity of the profession by promoting learning, the value of education and the profession in the wider community.</p> <p>1.4 Teachers act with dignity, courtesy and empathy in their relationships with all staff, students, carers and the education community.</p> <p>1.5 Teachers understand and fulfil their legal and ethical responsibilities.</p>	<p>1.1 Accomplished teachers actively contribute to and promote programs, policies and practices that support the well-being of all members of the schools community.</p> <p>1.2 Accomplished teachers actively participate in strong educational networks through professional associations, system activities and professional relationships.</p> <p>1.3 Accomplished teachers build networks, partnerships and working relationships to enhance the community's knowledge about, and are advocates for, the status of the profession.</p> <p>1.4 Accomplished teachers model and actively encourage professional integrity and empathy in diverse educational contexts.</p> <p>1.5 Accomplished teachers model and mentor others in the legal and ethical obligations of the profession.</p>
	<p>2 TEACHERS REFLECT ON, EVALUATE AND IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE.</p> <p>2.1 Graduate teachers can reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.</p> <p>2.2 Graduate teachers begin to work collaboratively with others to discuss contemporary issues and research to improve professional practice.</p> <p>2.3 Graduate teachers identify their own professional learning needs with assistance, and plan for and engage in professional development activities as identified in consultation with colleagues.</p> <p>2.4 Graduate teachers have a repertoire of organisational, technological and administrative skills to help manage their duties effectively.</p> <p>2.5 Graduate teachers acknowledge and engage critically with change to maintain relevance in their teaching and to clarify educational priorities in negotiation with their workplace.</p>	<p>2.1 Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.</p> <p>2.2 Teachers work collaboratively with others to discuss contemporary issues and research to improve professional practice.</p> <p>2.3 Teachers identify their own professional learning needs and plan for and engage in professional development activities.</p> <p>2.4 Teachers develop organisational, technological and administrative skills to manage their duties effectively.</p> <p>2.5 Teachers acknowledge and engage critically with change to maintain relevance in their teaching and to clarify educational priorities.</p>	<p>2.1 Accomplished teachers actively seek and act upon explicit feedback on their practice from a range of sources.</p> <p>2.2 Accomplished teachers use high level communication skills to strategically think about and respond to issues challenging the profession.</p> <p>2.3 Accomplished teachers engage and lead professional learning that is embedded in the needs of the individual, the school and the system.</p> <p>2.4 Accomplished teachers seek opportunities to build dynamic learning communities that engage in high level dialogue, interaction and collaboration.</p> <p>2.5 Accomplished teachers take a leading role in debate, discussion, implementation and review of educational change.</p>
PROFESSIONAL KNOWLEDGE	<p>3 TEACHERS KNOW THEIR STUDENTS.</p> <p>3.1 Graduate teachers know how to assess the learning capabilities of their students and are aware of the factors that can influence their learning.</p> <p>3.2 Graduate teachers recognise and are responsive to the social, cultural, historical and religious backgrounds of the students they teach, and value their diversity.</p> <p>3.3 Graduate teachers develop an understanding and respect for students as individuals, and are sensitive to their social needs and learning styles and the ways they interact with others.</p> <p>3.4 Graduate teachers know the importance of working with and communicating regularly with students' families to support their learning.</p>	<p>3.1 Teachers know the learning capabilities of their students and are aware of the factors that influence their learning.</p> <p>3.2 Teachers are responsive to the social, cultural, historical and religious backgrounds of the students they teach, and value their diversity.</p> <p>3.3 Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and learning styles and the ways they interact with others.</p> <p>3.4 Teachers know the importance of working with and communicating regularly with students' families to support their learning.</p>	<p>3.1 Accomplished teachers understand the influences that have developed their own values and culture and harness this self-awareness to enhance relationships with their students.</p> <p>3.2 Accomplished teachers critically select, use and model a range of learning diagnostics and collaborate to develop programs and assessment strategies that allow for greatest achievement and enjoyment by individual learners.</p> <p>3.3 Accomplished teachers critically select and share readings, resources and strategies that enhance social interactions, group dynamics and essential learnings.</p> <p>3.4 Accomplished teachers contribute significantly to building dynamic partnerships with parents, carers and the community to enhance student learning.</p>
	<p>4 TEACHERS KNOW HOW STUDENTS LEARN AND HOW TO TEACH THEM EFFECTIVELY.</p> <p>4.1 Graduate teachers know that relationships form the basis of all teaching and learning.</p> <p>4.2 Graduate teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their developing practice.</p> <p>4.3 Graduate teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.</p> <p>4.4 Graduate teachers know how to engage students in active learning.</p> <p>4.5 Graduate teachers know how learning environments, program design, use of materials and resources, assessment and the structure of activities impact on learning.</p>	<p>4.1 Teachers know that relationships form the basis of all teaching and learning.</p> <p>4.2 Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.</p> <p>4.3 Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.</p> <p>4.4 Teachers know how to engage their students in active learning.</p> <p>4.5 Teachers know how learning environments, program design, use of materials and resources, assessment and the structure of activities impact on learning.</p>	<p>4.1 Accomplished teachers understand the personal, social, cultural and economic characteristics and aspirations of learners to personalise learning experiences and opportunities.</p> <p>4.2 Accomplished teachers use and initiate opportunities for professional discussion about a range of contemporary evidence-based theories and/or practices to inform curriculum, pedagogy and assessment.</p> <p>4.3 Accomplished teachers use a range of effective practices in language, multiple literacies and numeracies and technologies that underpin learning and assist colleagues to review and reconstruct practices.</p> <p>4.4 Accomplished teachers plan, implement and review intellectually challenging learning experiences that engage students in using their learning in new or unfamiliar contexts.</p> <p>4.5 Accomplished teachers design, evaluate and redesign and share programs and teaching sequences based on authentic assessment of learner achievement and engagement.</p>
	<p>5 TEACHERS KNOW THE CONTENT THEY TEACH.</p> <p>5.1 Graduate teachers have a sound, critical understanding of the content, processes and skills they teach.</p> <p>5.2 Graduate teachers can articulate the key concepts, skills and content of the curriculum and can demonstrate how they are applied.</p> <p>5.3 Graduate teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.</p> <p>5.4 Graduate teachers have knowledge of approved curriculum frameworks, policies, materials and programs appropriate to the context in which they teach.</p>	<p>5.1 Teachers have a sound, critical understanding of the content, processes and skills they teach.</p> <p>5.2 Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how they are applied.</p> <p>5.3 Teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.</p> <p>5.4 Teachers have knowledge of the approved curriculum documents, policies, materials and programs associated with the content and the context in which they teach.</p>	<p>5.1 Accomplished teachers demonstrate deep and critical content knowledge and conceptual and essential understandings in learning areas.</p> <p>5.2 Accomplished teachers design and share authenticated, sequenced learning based on thorough understanding of the curriculum in the learner's context and culture.</p> <p>5.3 Accomplished teachers critically select and share professional reading and can articulate the research base in which teaching decisions are grounded.</p> <p>5.4 Accomplished teachers are proactive in developing knowledge of student pathways into and beyond their current learning situations and demonstrate an awareness of whole school curriculum.</p> <p>5.5 Accomplished teachers demonstrate willingness and ability to assist and support colleagues in the development of programs and the interpretation of curriculum.</p>
	<p>6 TEACHERS PLAN, PROGRAM, ASSESS AND REPORT FOR EFFECTIVE LEARNING.</p> <p>6.1 Graduate teachers use their developing knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.</p> <p>6.2 Graduate teachers plan and document the use of a range of activities, resources and materials to provide meaningful learning opportunities for students.</p> <p>6.3 Graduate teachers know how to monitor student engagement in learning and begin to maintain records and report on student learning.</p> <p>6.4 Graduate teachers can select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and to inform further planning of teaching and learning.</p>	<p>6.1 Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.</p> <p>6.2 Teachers plan and document the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students.</p> <p>6.3 Teachers monitor student engagement in learning, and maintain records of their learning progress and report regularly to parents/carers.</p> <p>6.4 Teachers select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and their families and to inform further planning of teaching and learning.</p>	<p>6.1 Accomplished teachers design quality assessment tasks, consistent with system requirements, which allow for learner diversity and for all learners to be able to demonstrate understandings.</p> <p>6.2 Accomplished teachers assist colleagues to create, select and use a repertoire of teaching strategies, resources and assessment tools to make learning meaningful.</p> <p>6.3 Accomplished teachers actively engage in exploring, using and sharing knowledge about authentic assessment and meaningful reporting.</p> <p>6.4 Accomplished teachers initiate and demonstrate processes for analysis and reflection to enhance learning engagement and outcomes.</p> <p>6.5 Accomplished teachers explicitly teach and model the ability to think creatively, flexibly, critically and analytically and reflect this in their programming and planning.</p>
	<p>7 TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS.</p> <p>7.1 Graduate teachers develop relationships within classrooms, the school and the wider community that promote a sense of belonging.</p> <p>7.2 Graduate teachers begin to build and maintain a positive learning environment where respect for the individual and for group dynamics is fostered, and where learning is the focus.</p> <p>7.3 Graduate teachers know how to establish a learning environment that engages and challenges students, and encourages them to take responsibility for their own learning.</p> <p>7.4 Graduate teachers can use and manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.</p> <p>7.5 Graduate teachers know how to establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.</p>	<p>7.1 Teachers develop and support relationships within classrooms, the school and the wider community that promote a sense of belonging.</p> <p>7.2 Teachers build and maintain a positive learning environment where respect for the individual and for group dynamics is fostered and where learning is the focus.</p> <p>7.3 Teachers provide a learning environment that engages and challenges their students, and encourages them to take responsibility for their own learning.</p> <p>7.4 Teachers use and manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.</p> <p>7.5 Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.</p>	<p>7.1 Accomplished teachers have the policy, systems, local knowledge, personal insight and resilience to manage the challenges to their own and others sense of belonging.</p> <p>7.2 Accomplished teachers establish and sustain collegial relationships and teams in the professional community to create an intellectually challenging and rewarding professional culture.</p> <p>7.3 Accomplished teachers explore, construct, know and share self-management strategies and techniques for maintaining challenging learning environments.</p> <p>7.4 Accomplished teachers work in partnership with students, families, colleagues and professionals to proactively monitor, assess and educate others and develop practices to enhance the safety and well-being of learners within various physical and IT environments.</p> <p>7.5 Accomplished teachers contribute to a professional learning culture that develops shared accountability with colleagues for the establishment and maintenance of clear and consistent expectations of behaviour for all in the learning environments.</p>
<p>8 TEACHERS USE A RANGE OF TEACHING PRACTICES AND RESOURCES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING.</p> <p>8.1 Graduate teachers can communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.</p> <p>8.2 Graduate teachers can provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities.</p> <p>8.3 Graduate teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.</p> <p>8.4 Graduate teachers provide meaningful and constructive feedback to students about their learning.</p>	<p>8.1 Teachers communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.</p> <p>8.2 Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities.</p> <p>8.3 Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.</p> <p>8.4 Teachers provide meaningful, constructive and regular feedback to students and their parents/carers about their learning.</p>	<p>8.1 Accomplished teachers use and model strategies to build rapport with learners in order to develop tailored, targeted, explicit instruction that meets learner needs.</p> <p>8.2 Accomplished teachers encourage the learning community to collaborate in constructing innovative approaches to learning.</p> <p>8.3 Accomplished teachers broaden colleagues' skills and knowledge in using a wide range of teaching and learning resources and strategies that actively engage and build success for learners.</p> <p>8.4 Accomplished teachers model a range of strategies and support colleagues in providing meaningful, respectful and explicit feedback to learners and about learners.</p>	