

# Examples of Practice for Proficient Teachers

TRANSITIONING FROM PROVISIONAL TO FULL REGISTRATION SUPPORT DOCUMENT

TEACHER REGISTRATION BOARD OF THE NORTHERN TERRITORY

**TRB**

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of the Northern Territory

## Introduction

This support document has been developed to assist those personnel involved in the Transitioning from Provisional to Full Process at the school/site level, to identify teaching practice that demonstrates proficiency against the Australian Professional Standards for Teachers (the Standards).

Specifically, these examples of practice are intended to:

- **Assist** understanding of the intentions of each standard at the proficient career stage
- **Support** consideration of the effectiveness of individual teaching practice
- Provide a tangible basis for **discussion** of effectiveness between colleagues
- Help to ensure **fair and transparent judgements** about assessment and recommendation for full registration based on the Standards

## Application of this support document

The examples in this document are **not definitive** and should not be applied in a prescriptive way or used as a checklist or as fixed examples. They should assist teachers to feel confident in their interpretation of the Standards, and to build a more consistent understanding and application of the Standards.

*The examples of practice in the document should be interpreted according to the teacher's specific context within the school.*

## Structure of this support document

Examples have been provided for each Standard to support a flexible approach to discussing and implementing the panel assessment process. **These examples are not an extensive list**, and provide an overview of practice that could be demonstrated. Standards are rarely, if ever, demonstrated in isolation from each other and this document should be read holistically.

## Examples of practice and evidence of practice

Assessment of a teacher's readiness to transition to full registration is about the teacher's practice. Teachers can be assessed as proficient by their school based panel when their practice reflects the Proficient career stage of the Standards.

Demonstrating the Standards at the proficient career stage through classroom observation will contribute significantly to the evidence of the teacher's portfolio and subsequent recommendation report completed by the school based panel.

Teachers and mentors should also refer to the AITSL Evidence Guide for Proficient Teachers and the Evidence Guide for Northern Territory Teachers for further advice in selecting and annotating the evidence for the teacher's portfolio.

# STANDARD 1

## Know the students and how they learn

Examples of teaching practice which may contribute to the demonstration of this standard include, but are not limited to:

- Selects teaching strategies appropriately for the level of development and characteristics of students; is able to articulate the physical, social and intellectual characteristics of individual students and groups of students; articulates the teaching strategies that are most effective for individual students in the class.
- Develops teaching programs that include relevant learning experiences, displays awareness of and caters to different learning needs of students and relates choice of programmed activities to research-based knowledge of pedagogy; clarifies purpose, aims and objectives of teaching programs; adapts and adjusts teaching programs to meet the needs of their students.
- Knows the students; demonstrates knowledge of their linguistic, cultural, religious and socioeconomic backgrounds; talks about the linguistic, cultural, religious and socioeconomic backgrounds of students and as a rationale for designing and implementing specific teaching strategies.
- Routinely seeks advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, elders of Aboriginal communities; demonstrates a professional attitude in designing teaching strategies in response to the local community and cultural setting; has knowledge of curriculum perspectives; exhibits adaptability; accepts collegial support.
- Differentiates curriculum to meet the learning needs of individual and groups of students.
- Establishes clear routines and guidelines in the classroom, with specific reference to the needs of students with disability, where relevant; clarifies guidelines for interactions with students with disability, if required.

## STANDARD 2

### Know the content and how to teach it

Examples of teaching practice which may contribute to the demonstration of this standard include, but are not limited to:

- Demonstrates knowledge of the teaching area; is able to devise programs/units of work to effectively deliver content through appropriately selected teaching strategies; presents lessons which are content based; accurately answers content based questions from students; can clearly articulate content; engages students through substantive, meaningful and connected activities to deepen their understanding of content knowledge.
- Implements appropriate program and lesson structure; designs programs which display logical sequencing of activities; includes opportunities for students to practise skills and adheres to the timelines and sequence of the program.
- Applies content to current and relevant curriculum/framework documents; ensures learning and teaching programs comply with these curriculum/frameworks; displays awareness of all relevant Australian Curriculum, NT Preschool curriculum and EYLF documents
- Ensure students develop an understanding of Aboriginal and Torres Strait Islander languages through reference to a range of examples, such as texts, literacy activities, films, presentations, performances, case students, artworks, images.
- Understands students' literacy and numeracy needs in all subjects taught; groups students according to their literacy or numeracy needs; undertakes appropriate student assessments; ensures students utilise their literacy and numeracy knowledge and skills to articulate their understanding of content or to explain a skill they have learned.
- Uses ICTs effectively to respond to interests of students; ensures ICT resources are relevant and meaningful to students' learning needs and interests; promotes student- centred learning and self-directed work; is competent in ICT curriculum requirements; can use ICTs effectively when teaching; ensures students can confidently use ICTs (for example, knowing how to navigate websites and use the appropriate software); incorporates ICTs appropriately into everyday classroom practice.

## STANDARD 3

### Plan for and implement effective teaching and learning

Examples of teaching practice which may contribute to the demonstration of this standard include, but are not limited to:

- Articulates high yet realistic and measurable goals so students can understand direction of lesson and expectations; explains to students what the goals are and what steps are to be taken in order to achieve them; relates goals to the curriculum
- Evaluates teaching in terms of student learning and engagement; provides time for articulating the learning which occurred during a lesson and for setting goals for the next lesson; sets homework that is relevant, engaging and constructive; addresses learning needs
- Implements interesting lessons where students are engaged and on task; ensures students know what they are learning and why; includes a variety of activities within lessons; plans and implements effective transitions between activities; designs lessons which build on prior learning and challenging students; ensures student work samples reflect learning outcomes; promotes learning by ensuring students achieve goals set for the lesson.
- Responds to interests of students by ensuring resources are relevant and meaningful to students learning needs and interests; selects and/or creates resources that support student-centred learning and self-directed work
- Uses varied teaching strategies in implementing lessons for groups, the whole class and individuals; promotes critical and creative thinking through inquiry learning, problem-based learning, debate, hands-on activities, role playing, practical activities, frequent opportunities for skills practice, relevant projects, site studies and incursions/excursions.
- Directs classroom through the use of verbal and non-verbal cues; maximised contributions from all students; controls questioning; is actively involved; focusses and sustains interaction on the topic; uses a mixture of verbal and non-verbal communication strategies.
- Revises teaching and learning programs based on assessment data; modifies programs on the basis of evaluation of evidence; records feedback from assessments in general terms in the program uses feedback for future program revision
- Uses established structures and protocols in the school (such as emails, newsletters and school websites) to encourage parent/carer involvement in school and/or classroom activities

## STANDARD 4

### Create and maintain supportive and safe learning environments

Examples of teaching practice which may contribute to the demonstration of this standard include, but are not limited to:

- Acknowledges and values student responses; provides opportunities for students to respond; distributes opportunities for student participation in discussion around the class; manages classroom discussion to support inclusivity and student engagement
- Established explicit routines; implements and reinforces them consistently (for examples, roles and responsibilities; entry and exit of the classroom); explains tasks clearly so that students know how they should behave and interact during activities, informs students of changes to routines
- Establishes, displays and implements clear expectations, protocols and/or rules and consequences; ensures students can articulate the rules and their understanding of the goals and consequences; encourages student voice in setting expectations.
- Creates a safe classroom; arrives to class on time; addresses unsafe behaviour, situations and students who are in distress or danger; minimises preventable accidents or incidents; develops appropriate consequences for students failing to comply with safety rules; avoids using inappropriate materials or resources that could be a safety risk, such as dangerous chemicals, electrical apparatus and sharp instruments.
- Is aware of and adheres to mandatory policies and school guidelines. reporting of incidents
- Identifies risks in student use of OCT and minimise them; recognises and reports inappropriate online behaviour promptly and appropriately; establishes clear ICT safety rules and guidelines for their students and enforces them appropriately and consistently

## STANDARD 5

### Assess, provide feedback and report on student learning

Examples of teaching practice which may contribute to the demonstration of this standard include, but are not limited to:

- Ensures variety in assessment; develops well designed and varied assessments that reflect different learning needs; develops differentiated assessment to address a variety of levels; assesses a variety of skills; uses formative and summative assessment
- Gives constructive and justifiable feedback; gives specific comments on positive achievement and areas for improvement; ensures students understand why and how to achieve goals; gives feedback which is learning focussed and linked to outcomes; ensures students know how to improve their work and move forward; assesses student work in line with marking criteria; provides thoughtful and meaningful written comments about work; gives feedback which acknowledges what students have achieved.
- Makes accurate judgements about student work samples that are comparable with colleagues and reflective of pre-determined marking criteria and benchmarks
- Engages professional in collaborative assessment processes; implements school or system policy regarding moderation of assessment uses feedback from moderation activities to improve student learning through effective feedback
- Uses a range of assessment data for each student to analyse their understanding, knowledge and skills in relation to learning outcomes
- Uses analysis of assessment data to identify modifications to teaching practice for individual students and groups of students
- Is professional in practices; meets report deadlines; assesses regularly; attends parent-teacher interviews; documents issues of behaviour and student welfare/discipline
- Ensures monitoring is student-oriented; uses a variety of assessment modes includes comments and informal assessment; relates records to reporting and tracking of student progress; annotates student work samples to highlight achievement of outcomes

## STANDARD 6

### Engage in professional learning

Examples of teaching practice which may contribute to the demonstration of this standard include, but are not limited to:

- Keeps records of professional development and Australian professional Standards for Teachers that have been addressed through professional development; effectively evaluates professional development
- Engages in professional discussions establishes rapport with colleagues; shares new knowledge with colleagues; reports back to colleagues about professional learning activities
- Accepts constructive feedback on a professional rather than personal level. Applies feedback from colleagues to improve practice
- Participates in regular shared discussions with colleagues/supervisor/stage/staff/faculty to identify student learning needs
- Develops and reflects upon an accurate analysis of student learning needs and seeks appropriate professional learning to improve teaching practice and student learning outcomes.



## STANDARD 7

### Engage in professionally with colleagues, parents/carers and the community

Examples of teaching practice which may contribute to the demonstration of this standard include, but are not limited to:

- Knows the code/s of ethics that apply to their teaching context
- Meets the TRB code of ethics and professional Boundaries Guidelines for NT teachers
- Meets deadlines for key administrative tasks; prepares student reports based on legislative and administrative requirements
- Incorporates mandatory school/system procedures and policy documents in teaching and learning programs and class organisation
- Communicates with and behaves professionally towards parents/carers; refers sensitive issues to supervisor; documents all communication with parents/carers; demonstrates sensitivity to the different backgrounds of parents/carers; displays empathy with parents/carers; informs parents/carers on changes to policy/school rules and regulations, where appropriate
- Knows and understands the cultural/socioeconomic backgrounds of students and their parents/carers; uses appropriate personnel such as interpreters, community liaison officers and aboriginal education assistants; demonstrates sensitive communication, accesses appropriate information on parents/carers backgrounds.
- Demonstrates willingness to network with other registered teachers; takes up opportunities to attend relevant meetings and forums