**EEE/EXE401 Professional Relationships**

**Audit Tool**

**Identifying areas for development**

a five step process to audit against the AITSL Graduate Standards

For each Standard this tool will provide you with:

* a complete description of the Standard
* questions to assist you with your audit
* sample ways in which you may demonstrate the Standard
* a Professional Challenge to help focus your audit
* a table for each Standard to summarise your reflections
* sample examples of entries for each Standard

# 5 Step Audit Process

For each Standard

1. For each Descriptor list key points and explain what they mean in the Explanation column (ensure you acknowledge any sources). If you are unable to retrieve any explanations from your mind then do some research by going back over all the materials you have accumulated whilst doing your course.
2. For each of your explanations describe how you **HAVE** put them into action (Practice)
3. For each practice you need to provide a description of the evidence you have that supports your claims about putting them into practice (Proof of Practice).
4. Identify aspects in which you need/wish to improve and complete as many details as you can for each. Consider the balance between theoretical knowledge and skills in practical implementation.
5. Consult with your mentor.

**PROFESSIONAL KNOWLEDGE DOMAIN:**

**STANDARD 1:** Teachers know students and how they learn.

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| **AITSL Focus area** | **AITSL Graduate expectation** | ***Questions to ask*** |
| 1.1  Physical, social and intellectual development and characteristics  of students | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | *On what theories and contemporary research in child and adolescent development do you base your practice? What evidence do you have to show this?*  *What strategies do you use to get to know the characteristics of the students you teach? What evidence do you have to show this?*  *What teaching strategies do you use to determine the physical, social and intellectual development and characteristics  of your students? What evidence do you have to show this?* |
| 1.2  Understanding how students learn | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | *What are the current learning theories and pedagogical models from which you draw your understanding of how students learn? What evidence do you have to show this?* |
| 1.3  Students with diverse linguistic, cultural, religious and socioeconomic backgrounds | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | *How are your teaching strategies responsive to the diverse backgrounds of your students? What evidence do you have to show this?*  *How do you demonstrate an understanding of, and commitment to, equity in your practice? What evidence do you have to show this?* |
| 1.4  Strategies for teaching Aboriginal and Torres Strait Islander students | 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. | *How do you build positive and productive relationships with Aboriginal and Torres Strait Islander students? What evidence do you have to show this?*  *How are your teaching strategies responsive to Aboriginal and Torres Strait Islander students? What evidence do you have to show this?* |
| 1.5  Differentiate teaching to meet the specific learning needs of students across the full range of abilities | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | *How do you identify the prior knowledge, the learning strengths and weaknesses of students, and other factors which impact on learning? What evidence do you have to show this?*  *How do you cater for the different abilities and learning styles of students? What evidence do you have to show this?* |
| 1.6  Strategies to support full participation of students with disability | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. | *What are the relevant legislative documents that detail the requirements for provision of students with disability?*  *What inclusive practices do you use to ensure full participation of all students? What evidence do you have to show this?*  *How do you demonstrate you regard all students as capable of learning? What evidence do you have to show this? What evidence do you have to show this?* |

**Demonstration of standard may include:**

* Activities that are planned to engage students and are appropriate for the developmental stages of students within the group.
* Activities and processes used for learning that are appropriate to learning the content.
* Activities designed to draw on prior knowledge and previous experience in learning new concepts.
* Examples and/or language used that are appropriate and inclusive of students’ experience and help to make the learning accessible to all students.

***AISTL Illustration of Practice***

**Focus area 1.3** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00155>

**Related Key Selection Criteria:**

Demonstrate an understanding of how students learn and effective classroom teaching strategies and the capacity to work with colleagues to continually improve teaching and learning.

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| **Professional STANDARD 1: What do I know about students and how they learn?** |

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *1.1*  *Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning* | Cognitive Development – Piaget’s Developmental Theory: Children 2-7 years use gestures, signs, sounds and words to represent and convey meaning. Children 7-12 years apply logic in hands on activities and use concrete experiences to solve problems. Children 12 and older can think scientifically, rationally and abstractly (Churchill et al. 2011).  Sociocultural Theory – Lev Vygotsky – the view that learning and development is not just a process of increased mental sophistication but is also mediated through social and cultural interactions. (Churchill et al. 2011).  Students develop both physically, mentally and intellectually at different speeds. The stages of immaturity, maturity and puberty all take effect on students at different times. They all have different lives and thus different circumstances. This all may affect their capacity and ability to learn and the ways that they learn.  Students have different levels of self efficacy and this can affect their ability to learn. If students don’t believe in themselves in learning the content they will not do aswell as someone who does believe in themselves. | Working in a composite of year 7,8 and 9 girls (ESL students) who all ranged drastically in their ability levels in all areas of physical, social and intellectual development. I developed lessons focussing on designing, planning and implementing a jewellery business that would educate them on various areas of the curriculum.  A range of roles were developed to ensure all students could contribute to completing the task. The roles all differed requiring different levels of intellectual ability to complete them. They also allowed for all students interests and personal strengths so that all students could get involved, enjoy the task whilst still being challenged to learn.  I provided a range of activities in the lesson sequence ensuring that I catered to all the different intellectual and social developments of the students.  Developed and implemented lessons about time that used concrete objects, gestures and specific words to help students learn. | Maningrida EEP302 Report :  “Catered for all ability levels including those with very low spoken English”.  “Observant of student competencies and adapts lessons if she finds that the students do not understand”.  Photographs, a video and samples of student work of the Jewellery business.  Jewellery Business Lesson Plans  Lilydale West EEP202 Report:  “Catered for ‘Prep’ attention span and learning styles”  Telling the Time Lesson Plans |
| *1.2*  *Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.* | Constructivism: Learning theory that recognises that everything a student learns is mediated by their prior experiences and understandings; thus students construct, rather than absorb new knowledge (Churchill et al. 2011).  Social Constructivism: students construct knowledge in a social context and then apply it (Eggan & Kauchak 2007).  Explicit Instruction: Skill based but students are active participants in the learning process as teachers tailor instruction specifically to students learning and attentional needs. Teacher constantly monitors understanding to make sure the students are deriving meaning from instruction (Geoke 20008).  John Dewey – Students experience and interact with the curriculum and should have the opportunity to take part in their own learning. Education and learning are social and interactive processes (Dewey 1997).  Experiential Learning – David Kolb – Learning theory with a four stage learning cycle which sees students experiencing, reflecting, thinking and acting allowing for creation of new experiences. | Beginning a sequence of recycling lessons with a grade 3 and 4 class through an in depth discussion using open ended questioning techniques that probed and challenged their prior experiences and knowledge.  Further lessons were based around these ideas and encouraged students to be hands on and proactive in their learning experiences to develop their knowledge and ideas. The lesson sequence followed the structure of probing, challenging and experimenting, reflecting and analysing. | Reduce, Reuse, Recycle Learning Sequence Lesson Plans. |
| *1.3*  *Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.* | Multiple Intelligences – Howard Gardner – There are a multitude of intelligences, quite independent of each other. Each student have their own capacities for learning and can either have a logical, musical, spatial, linguistic, kinaesthetic, interpersonal, intrapersonal or naturalist intelligence. Each have their own strengths and constraints (Churchill et al. 2011).  Teaching Strategy – Grouping students with other students who learn in similar ways, allowing students freedom of how they learn and complete tasks. | Implementing a recycling project for grade 3 and 4 students allowing a vast variety of options on how to present their findings and work (using recycled materials to create a poster or sculpture, using ICT to create movies or a power point ect) . The presentation options allowed for all students to work in an area that they best learnt and excelled in allowing them to perform to the best of their ability. | Recycling Project Lesson Plans  Samples and photographs of student work |
| *1.4*  *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.* | Indigenous student’s differing values, culture and linguistic background (ESL students) mean that they are engaged and learn in different ways. When educating Indigenous students teachers need to understand and respect the qualities and values of their culture in order to provide an effective education.  As teachers understand the Indigenous people’s culture and values, students and teachers can connect on much more respectful level as teachers are able to work with the students in a way that doesn’t feel foreign to them. | I used Prezi to create a presentation to educate my Indigenous students about myself and my life using photos and videos. My students were then to each create a presentation in any format they wished to educate me about themselves and their lives.  I encouraged them and supported them to not be shy and assured them that I wanted to see them dance or speak or do anything that they felt they wanted to do, nothing was wrong. I told them that I used technology because that is what people do in my environment and what I have grown up learning to do. I told them that I wanted to see what people do in their environment and what they have grown up learning to do.  The student’s presentations allowed me to gain an insight into their culture, what they like to do and how I could best provide them with an education that they wanted to be a part of. | Prezi Presentation  Getting to know each other Lesson Plans  Maningrida EEP302 Report:  “She has developed a supportive and positive relationship with all the girls”.  “respectful of the cultural sensitivities of her environment” |
| *1.5*  *Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.* | Teachers need to be able to explain information in both simple and complex forms in order to challenge all students. They must be able to adapt and provide tasks and lessons that cater to a range of ability levels.  Modelling – Students learn by observing what others do, these observations enable students to acquire many new behaviours (Maclean et al. 2009).  Critical Thinking – Asking students to compare, contrast, analyse, and make predictions encourages them to use and develop higher-level cognitive processes (Maclean et al. 2009).  Inquiry Learning –Students ask questions and work together to arrive at solutions to their problems; the teacher acts as a facilitator rather than an instructor (Churchill et al. 2011). | I have ensured that instructions, explanations and tasks were simple enough for students with very low spoken English aswell as challenging enough for students with very well spoken English. I used various resources including visuals and concrete objects to help communicate ideas and explain worksheets and activities. I created a range of activities and tasks that ensured all students were challenged to learn in a variety of ways catering to their learning styles. | Maningrida EEP302 Report:  “She has been keen to learn how to adapt to different student ability levels...Her explanations and use of learning technologies ensure all students understand the lesson and feel capable”.  “Observant of student competencies and adapts lessons if she finds that the students do not understand”.  “Very effective in altering her vocabulary and speed when speaking...She always paraphrased when she sensed students did not understand the explanation”.  “She always had extra work prepared for if students finished early or if the content was too difficult” |
| *1.6*  *Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.* | Educators must offer a person with a disability the same educational opportunities as everyone else (Australian Human Rights Commission 2013).  Obligation to make reasonable adjustment. If an adjustment can be made to allow a student with a disability to participate in education on the same basis as other students and it is reasonable, then the education provider/teacher must make that adjustment. If they don’t make it, they will be acting against the law (Disability Discrimination Act Education Standards 2008).  Education providers must consult in order to understand a student’s disability and to work out if any adjustments or changes are needed to assist the student. Students with disability have the right to feel safe in the education environment and to feel confident to tell people if they feel harassed or threatened. They should also have their dignity and privacy respected just like any other person (Disability Discrimination Act Education Standards 2008). | A student with high autism struggled with numeracy but excelled in literacy. They often refused to participate in numeracy lessons due to lack of ability and frustration. I adjusted aspects of the lesson and activities to ensure that they felt involved and able to do the work making extra positive remarks at their work and input to support their participation.  See “Aspects of Professional Standard 1 that I need to know more about and/or need to implement“ table below. | Student work samples |

**Aspects of Professional Standard 1 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *1.6*  *Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.* |  | Although I understand my legal obligations as a teacher dealing with a student with a disability, I haven’t encountered many students with a disability and thus haven’t had much practice with making reasonable adjustments and dealing with the issues of inclusivity and equality in the classroom relating to the disability. | I want to discuss issues relating to various disabilities in my classroom that focus on being inclusive and issues of equality and fairness as this is a life issue that students will have to deal with at some point in their lives. |

**PROFESSIONAL KNOWLEDGE DOMAIN:**

**STANDARD 2:** Teachers know the content and how to teach it.

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| **AITSL Focus area** | **AITSL Graduate expectation** | ***Questions to ask*** |
| 2.1  Content and teaching strategies of the teaching area | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | *What do you understand are the key concepts, structure and developments in that area? What evidence do you have to show this?*  *What teaching strategies do you use to consolidate students’ understanding of complex concepts? What evidence do you have to show this?*  *In what ways do you encourage students to use the language appropriate to different curriculum areas? What evidence do you have to show this?*  *What pedagogical approaches, specific to content areas you are going to teach, do you use in your practice? What evidence do you have to show this?* |
| 2.2  Content selection and organization | Organise content into an effective learning and teaching sequence. | *How do you organize the content and structure of your lessons? What evidence do you have to show this?*  *How do you ensure your lessons are coherent and well-sequenced? What evidence do you have to show this?* |
| 2.3   Curriculum, assessment and reporting | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | *Which curriculum documents have you utilized when designing lesson sequences and units of work? What evidence do you have to show this?*  *What tools and practices for assessing, recording and reporting student learning progress to parents and other stakeholders have you utilised? What evidence do you have to show this?* |
| 2.4  Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | *In what ways do you promote reconciliation, understanding and respect for Aboriginal and Torres Strait Islander people? What evidence do you have to show this?* |
| 2.5  Literacy and numeracy strategies | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | *What literacy and numeracy teaching strategies do you utilize? What evidence do you have to show this?* |
| 2.6   Information and Communication Technology (ICT) | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | *In what ways have you utilised ICT to maximise learning opportunities for students? What evidence do you have to show this?* |

**Demonstration of standard may include:**

* Relevant and correct content to be delivered and skills to be demonstrated to students.
* Methodologies and practices of the content area or discipline that are recognised and used effectively.
* Appropriate use of curriculum and program frameworks.
* Clearly articulated concepts/content to be taught and the links to past and future learning sequences.
* Reflections showing a capacity and willingness to engage in discussion of concepts/content areas and appropriate resources for learning.

***AISTL Illustration of Practice***

**Focus area 2.1** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00032>

**Focus area 2.3** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00089>

**Focus area 2.6** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00043>

**Related Key Selection Criteria:**

Demonstrated knowledge of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the ability to design curriculum programs consistent with their intent.

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| **Professional Challenge 2: What understanding do I have of content and how to teach it?** |

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *2.1*  *Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.* | The curriculum has learning strands, domains and dimensions that all need to be fulfilled in the teaching content. These areas create and shape the lessons and learning that takes place in the classroom. Each area requires different teaching strategies and activities to ensure the most effective learning can take place. | Developed and implemented science lessons based upon the content of the science domain in AusVELS. The lessons were carried out focussing on scientific terminology and sequences including creating hypothesis, testing and experimenting, writing up methods ect. My teaching strategies involved lots of questioning to ensure students experimented with their ideas. | Participation certificate EES340 school based science unit  Student’s experiment write ups on how plants grow  ‘How plants grow’ Lesson plans |
| *2.2*  *Organise content into an effective learning and teaching sequence.* | Learning is a continuous and gradual process and needs to be built upon and placed into a sequence so students are able to be introduced, experiment and reflect upon the content. | Developed and implemented a learning sequence on angles to a grade 3 and 4 class based upon the developing standards within VELS. The learning sequence began with questioning to determine students level of knowledge and a basic introduction to the topic, it then moved on to looking at angles in the immediate environment, experimenting with angles and the different types of angles. The information given, level of questioning and activities gradually became harder and more in depth as the lessons went on. Tasks and discussion moved from simple and initial ideas to more critical thinking and utilising the new knowledge. | Angles Lesson Plans  Angles worksheets and copies of student work  Croydon Hills EEP301 Report:  “Kara saw the importance of preparation and planning in being able to deliver successful lessons”    “Kara was always mindful of teaching to the VELS...developed a series of lessons on angles”  “demonstrated understanding of planning lesson sequences” |
| 2.3  *Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.* | Australian national curriculum achievement standards – expectations of the quality of learning that students should demonstrate (Churchill et al. 2011).  The curriculum forms the basis of all learning sequences and lesson plans but teachers need to assess their student’s levels of knowledge and then create and modify lessons and learning sequences to suit. At the end of a learning sequence teachers should then again assess the students knowledge and report upon their progress. | I was given the responsibility to design and implement a short unit of work on rounding for my year 7, 8 and 9 Indigenous girls class. The Northern Territory curriculum framework initially shaped the planning of the unit outline as it stated the levels my students should be at and what they should be working to achieve. In my first lesson I administered a short summative test to determine what my students knew and what they didn’t in order to determine how I would go about restructuring areas of my unit outline to suit the levels of the students. I matched the learning needs of the students to levels within the defined curriculum and developed tasks and activities with the endeavour to raise them as close as I could to the expected level of knowledge on the topic. At the end of the topic I administered the same test as I did at the beginning in order to evaluate and report upon each students progress. | Rounding Tests  Rounding Unit Plan  Rounding activities  Maningrida EEP302 Report:  “Kara continually checked to make sure that what she was teaching covered the curriculum”  “Kara has been able to track and report student progress. She has used this information for planning further lessons and revising lesson content” |
| 2.4  *Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.* | Skin, Law, Country, Language, and Ceremony. Country is thought of as both the natural environment as well as the relationships that make ‘home’ and create a powerful sense of belonging. The Law is all the guiding principles that determine the correct way to live. Language is what people speak but also the various registers that enable the different elements of ngurra-kurlu to communicate. Ceremony is Warlpiri education and is also the symbolic heart of the culture. When these elements are adapted to the modern context they provide direction and self esteem (Pawu-Kurlpurlurnu, Holmes & Box 2008).  Most Australian Aboriginal groups have key elements in their culture that are comparable to those in ngurra-kurlu. Use the elements of the world view and culture that are important to the moral order and identity of local people as a basis for engaging with contemporary issues (Pawu-Kurlpurlurnu, Holmes & Box 2008). | Working effectively with a class of year 7, 8 and 9 ESL Indigenous girls allowed for many discussions and understandings to be developed about their lifestyles and languages. My understanding and respect for this allowed for strong and positive relationships to be built with these students including ongoing letter writing.  Whilst also being placed in a remote Indigenous community with 6 fellow student teachers and an expert teacher having experienced this lifestyle for a number of years, a lot of meaningful discussion was made about Indigenous persons histories, cultures, languages as well as their position in the education system. | Discussion notes  Student Letters  Maningrida EEP302 Report:  “Respectful of the cultural sensitivities of her environment” |
| 2.5  *Know and understand literacy and numeracy teaching strategies and their application in teaching areas.* | Scaffold Approach - Modelled, Shared, Guided and Independent Reading and Writing.  Numeracy lessons should be engaging, applied to the real world, involve effective use of questioning, and use various materials and visual cues to demonstrate ideas. | Whilst I modelled reading from a big book to my students in a grade one class, I raised questions about the structure and purpose of the text and the reasoning and purposes of the pictures. I modelled and asked questions as the text was at a higher level to their independent standard as a cohort. Students then worked independently on a fill the gap worksheet about the big book which emphasized information talked about as a class.  When implementing a unit of rounding I moved from basic demonstration on the white board to real life scenarios including shopping and rounding money. Learning activities for the students moved from basic worksheets to hands on shopping acitivities where they saw first hand the effect of rounding with money. | Grade One literacy lesson plan  Literacy lesson worksheet  Shopping Video  Rounding Worksheets  Teaching Supervisor EEP302 observation notes |
| 2.6  *Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.* | Use of ICT to support learning dialogues within the curriculum can raise children’s achievement. ICT helps teachers and learners to create interesting classroom environments where interactivity and opportunities to communicate enable all to participate. The vast range and scope of ICT and software means that ICT use can enrich all curriculum subjects (Dawes & Wegerif 2002).  Smart board, Apple products, Computer, Projector, Internet, Microsoft and the hundreds of programs and online resources available. These products and resources should be used in the classroom as a tool to enhance student learning. | Taught lessons on organisms and food webs/chains that incorporated the use of YouTube video clips showing animals eating other animals and interactive activities and games utilizing the smart board. This allowed to students to apply the information and knowledge spoken about and to relate the information to the real world context (and actually see it happen). Students had to create their own food web/chain providing information about each animal and why they eat what they do using their laptops or I pads. | Food Web/Chain Lesson plans  Photos whilst running specific lesson  Maningrida EEP302 Report:  “She always made sure that she had the right resources such as websites”  “Quick to use technology wherever possible”  Croydon Hills EEP301 Report:  “Kara utilized the Interactive Data panel and I pads to support her teaching” |

**Aspects of Professional Standard 2 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *2.2*  *Organise content into an effective learning and teaching sequence.* | The e5 Instructional Model – describes five domains of instruction and the key capabilities (Engage, Explore, Explain, Elaborate and Evaluate) that enable teachers to improve their instructional practice and engage students in intellectually demanding work. It is a framework that informs conversations, guides the observation and reflection of classroom practice, and also informs teacher’s performance and development needs (Bastow 2012). | Although I have implemented learning sequences I haven’t yet implemented one focussing on the e5 model. I designed a unit in humanities based upon this but would like to either implement it or design another sequence of lessons developed around this model. | Unit of work utilizing the e5 model along with reflections |
| 2.3  *Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.* | Formative Assessment – Allows for teachers to recognise and act upon areas where students are struggling. Students draw a concept map or write two sentences to represent their understanding of the topic (Carnegie Mellon 2013). | I would like to use formative assessment practices in my future teaching as a means to determining student’s enjoyment and level of learning. | Assessment tasks – concept maps, sentences and pictures. |
| 2.4  *Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.* |  | Although I have worked with Indigenous students in a remote Indigenous community and learnt a lot about their histories, cultures and languages, I have yet to implement this knowledge in to a unit of work or in to lessons that educate other students about it. |  |

**PROFESSIONAL PRACTICE DOMAIN:**

**STANDARD 3:** Plan for and implement effective teaching and learning

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| **AITSL Focus area** | **AITSL Graduate expectation** | ***Questions to ask*** |
| 3.1  Establish challenging learning goals | *Set learning goals that provide achievable challenges for students of varying abilities and characteristics.* | *What value do you place on setting learning goals? What evidence do you have to show this?*  *How do your provide challenges for students with varying abilities? What evidence do you have to show this?*  *How do you balance 'challenge' with 'achievable' learning outcomes?*  *What evidence do you have to show this?* |
| 3.2  Plan, structure and sequence learning programs | *Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.* | *What planning tools do you use to develop lesson sequences? What evidence do you have to show this?*  *How do you draw upon your knowledge of curriculum content to plan, structure and sequence learning programs? What evidence do you have to show this?*  *How do you use your knowledge of effective teaching strategies to plan, sequence and structure learning programs? What evidence do you have to show this?*  *What principles and skills of instruction and program design do you use? How do you engage students to actively learn? What evidence do you have to show this?* |
| 3.3    Use teaching strategies | *Include a range of teaching strategies.* | *What teaching strategies do you call upon for use in the classroom? What evidence do you have to show this?* |
| 3.4  Select and use resources | *Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.* | *How do you integrate a range of resources including ICTs into your planning and teaching? What evidence do you have to show this?*  *How have you used a range of resources, including ICT, to engage students in learning? What evidence do you have to show this?* |
| 3.5  Use effective classroom communication | *Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.* | *What range of verbal and non-verbal communication strategies do you utilize? What evidence do you have to show this?*  *How do you use verbal and non-verbal communication to engage students? What evidence do you have to show this?* |
| 3.6   Evaluate and improve teaching programs | *Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.* | *What strategies do you use to evaluate your teaching? What evidence do you have to show this?* |
| 3.7  Engage parents/ carers in the educative process | *Describe a broad range of strategies for involving parents/carers in the educative process.* | *In what ways have you involved parents/carers in the educative process? What evidence do you have to show this?* |

**Demonstration of standard may include:**

* Learning activities that are planned and structured to provide for meaningful learning.
* Activities that are related to learning goals.
* Activities and resources that are appropriate for the engagement and developmental stages of students within the group.

***AISTL Illustration of Practice***

**Focus area 3.1** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00033>

**Focus area 3.2** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00068>

**Focus Area 3.3** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00036>

**Focus area 3.4** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00077>

**Related Key Selection Criteria:**

Demonstrate an understanding of how students learn and effective classroom teaching strategies and the capacity to work with colleagues to continually improve teaching and learning.

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| **Professional STANDARD 3: How do I plan for and implement effective teaching and learning?** |

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *3.1*  *Set learning goals that provide achievable challenges for students of varying abilities and characteristics.* | Grouping students according to their ability levels with different tasks being set for each group so that all students are challenged. E.g. Maths and literacy groups.  Ensuring that there is always a range in the level of the activities to be completed so that all students are challenged at their individual level. | Providing students with a book to read that effectively challenged them. My year 7, 8 and 9 class had a massive ability range with some students on PM readers and some reading short novels. Some students liked reading and some despised it. I set appropriate goals for each student varying from those who excelled and enjoyed it to independently reading the novel to me to the students who were at a lower level and did not enjoy it to reading a whole sentence. | Reading level assessment chart |
| *3.2*  *Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.* | Lessons should incorporate an introduction, body and conclusion as well as gradual development of the topic over the lesson sequences. Detail into the topic should get more in depth as the lessons progress. Teachers should move from modelling and demonstrating to guiding and then allowing students to be independent in their work.  Curriculum standards highlight expectations for student learning and should form the basis of lesson sequences. In using these, learning outcomes can be gradual and rational.  Students should be allowed the opportunity to construct their own knowledge. Activities and tasks should be implemented that allow students to ask questions, be hands on and discover answers with one another and by themselves. | Designed and implemented a sequence of business lessons based around the curriculum content and what my students knew and should know. The initial lesson focussed on questioning and discussion in order to probe student’s prior knowledge as well as their areas of interest. I administered a short questionnaire after this in order to assess the levels of student’s knowledge. From there I developed the further lessons in a sequence so that the student’s knowledge was gradually built upon. Lessons were developed in accordance to the curriculum content and the student’s interests and included hands on activities that required the student’s to apply their knowledge, relate it to the real world, share ideas and work together. | Business Lesson Plans  Business Introduction Questionnaire  Maningrida EEP302 Report:  “Track and report student progress. She has used this information for planning further lessons”  “Kara has demonstrated her ability to effectively teach students” |
| *3.3*  *Include a range of teaching strategies.* | Within lessons students are asked questions that probe their prior knowledge and understandings as well as open ended questions that challenge the ideas and knowledge that they have.  Appropriate instruction is given to students on tasks and topics but the teacher acts as a facilitator of learning constantly guiding students to construct their own learning. Teachers don’t give students the answers but encourage and motivate students to seek these out for themselves.  Inquiry based?  Explicit instruction? | Within a full day of teaching I used a variety of teaching strategies. I moved from rotating students through four different literacy based tasks in the morning with each gaining one on one work with me at some point through these. I then moved on to modelling reading and writing whilst questioning the students in order to develop their thinking. Students where then allowed independent time to work on the tasks whilst I floated around the room providing help when needed. This moved onto me leading an in depth discussion followed by questioning and then group work amongst the students. Students were grouped strategically as to who worked best together. | Lesson Plans  Daily Planner  Teaching Supervisor EEP302 observation notes |
| *3.4*  *Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.* | Students need variety in their learning to ensure they are constantly engaged.  Concrete and visual materials engage students and enhance their learning as they allow for a more hands on approach to learning allowing students to apply the new information. This can include using pretend money, smart board games, DVD’s, excursions, apps and recycled materials.  Research?? | My jewellery business lesson sequence allowed my students to work with laptops, I pads, beads, string, sticks, money, paint and material. All of these resources enhanced the students learning experience within this unit of work as they researched businesses, designed their own logo, created their own products and displays and worked with money and calculators to calculate costs, change and profit. | Photos of students working with resources  Jewellery Business Lesson Plans  Maningrida EEP302 Report:  “She always made sure she had the right resources such as websites and materials”  Croydon Hills EEP301 Report:  “Produced useful resources that enriched her teaching” |
| *3.5*  *Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.* | Students can be easily distracted by one another or by various other things. It is the teachers job to ensure that they are engaged as much as possible to ensure they have the most effective and in depth learning experience.  Simple strategies to support engagement include teacher demonstration of hands on heads, in the air, on your knees ect, clapping hands to a specific rhythm, using an instrument to make a noise or simple silence.  Research? | Using methods such as hands on heads, an arm raised in the air and clapping within my lessons helps to ensure that students remained focussed and engaged in learning.  See “Aspects of Professional Standard 3 that I need to know more about and/or need to implement“ table below. |  |
| *3.6*  *Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.* | Moderating both assessment tasks and activities with fellow staff members as well as meetings and discussions about everyone’s ideas and opinions.  Student reflection alongside pre and post assessment tasks, allows for enjoyment of activity to be analysed as well as degree of learning that has taken place. | Within my Organisms lesson sequence and jewellery business lesson sequence I used pre and post assessment tasks in order to assess student learning. I reflected upon the outcomes of student learning with my supervisor and we discussed possible alternatives to areas within the lesson sequence that could have improved student learning. We discussed cutting out areas which didn’t seem to benefit the students and focus these time allocations to areas in which the students seemed to have difficulty in. | Pre and post assessment tasks  Maningrida EEP302 Report:  “gave students assessment tasks and made comments and judgements..used this information for planning further lessons and revising lesson content” |
| *3.7*  *Describe a broad range of strategies for involving parents/carers in the educative process.* | Students are always learning thus parents play just as an important role in their education than as the teacher.  Assigning homework and projects where a requirement somewhat involves the parents/carers help and opinion or advice. Setting weekly tasks that involve the direct help of parents.  Using parent’s jobs and skills to educate students on certain areas of the curriculum. Parents/Carers come into the school and give presentations.  Research? | Before and after school I spoke to numerous parents about their child’s progress in the class and what they learnt about at school that day in an attempt to encourage discussion and interest in the child’s work.  I participated in a parent teacher meeting about a student who was refusing to do work on a regular basis. I spoke about my observations of his behaviour and offered my opinion and advice in a constructive manner. | Report – positive interactions with parents and community members  Croydon Hills EEP301 Report:  “Kara was present during a scheduled student/parent/teacher conference” |

**Aspects of Professional Standard 3 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *3.5*  *Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.* |  |  | I have no proof of using these strategies. I may need to work on utilizing these more so they are more noticed by my supervising teacher. |

**PROFESSIONAL PRACTICE DOMAIN:**

**STANDARD 4:** Create and maintain supportive and safe learning environments

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| **AITSL Focus area** | **AITSL Graduate expectation** | ***Questions to ask*** |
| 4.1  Support student participation | *Identify strategies to support inclusive student participation and engagement in classroom activities.* | *What strategies do you use to support inclusive student participation and engagement in classroom activities? What evidence do you have to show this?* |
| 4.2  Manage classroom activities | *Demonstrate the capacity to organise classroom activities and provide clear directions.* | *What steps or procedures do you adopt to ensure that student time is spent on learning tasks? What evidence do you have to show this?* |
| 4.3  Manage challenging behaviour | *Demonstrate knowledge of practical approaches to manage challenging behaviour.* | *How do you establish expectations for children’s behaviour and address discipline issues?* *What evidence do you have to show this?*  *What professional responses have you taken to teaching and classroom management challenges you have had to face? What evidence do you have to show this?* |
| 4.4   Maintain student safety | *Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.* | *How have you utilised teaching programs to enhance a safe and supportive learning environment? What evidence do you have to show this?*  *How do you ensure student well-being and safety in your school, and what systems/curriculum are in place to promote this?* |
| 4.5  Use ICT safely, responsibly and ethically | *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.* | *How do you establish a safe and supportive learning environment when students are using ICT? What evidence do you have to show this?*  *What flexible behaviour management strategies might be appropriate for a classroom using ICT? What evidence do you have to show this?* |

**Demonstration of standard may include:**

* A positive learning environment that is promoted and worked toward by the teacher and students.
* Learning activities that capture student interest and engage active participation by students.
* Teacher expectations for student learning that are made clear.
* Monitoring of student behaviour that is timely and appropriate.
* Resources, materials and activities that are managed to ensure the engagement and safety of students.
* Activities that are designed to capture student interest.
* Encouragement of active participation in learning.
* The graduate teachers capacity to provide clear instructions to students.

***AISTL Illustration of Practice***

There are no illustrations of Standard 4 for graduate teachers at this point in time.

**Related Key Selection Criteria:**

Demonstrated knowledge of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the ability to design curriculum programs consistent with their intent.

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| **Professional STANDARD 4: How do I create and maintain supportive and safe learning environments?** |

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *4.1*  *Identify strategies to support inclusive student participation and engagement in classroom activities.* | Various sized group work and tasks aimed at assigning roles to all students ensure that all students are involved.  Rotations that incorporate variety of tasks that take a shorter amount of time to complete ensure students are constantly engaged.  Providing a range of activities that cater to the different interests of students and ensuring that the classroom is based on values of equality and inclusion. | My year 7, 8 and 9 girls were very easily distracted, had a huge range of abilities and interests with strong personalities which saw some refusing to do work when it wasn’t engaging them. Thus I implemented a rotation system with various activities and resources where by students had a certain amount of time to complete the activity before moving to the next. Students worked much more efficiently and effectively. | Lesson Plans  Rotation Activities  Maningrida EEP302 Report:  “ability to teach interesting and engaging lessons”  “Her explanations and discussions were effective in both explaining the concept and challenging students to think about the topic”  “developing good techniques to get the students involved in the lesson” |
| *4.2*  *Demonstrate the capacity to organise classroom activities and provide clear directions.* | The quantity of direction a teacher gives to students changes depending on grade level.  Teachers need to make clear expectations of what is required of students so that activities are carried out appropriately. | I made sure that all students knew the requirements of all activities throughout the morning rotations by going around to each station and explaining what they were to do and how they would do it. I kept a timer on me and told students how long they had to complete the tasks and that when the timer went off they were to move in a clockwise direction around the room to the next station. I also made it clear to them that they were to leave their work at the station and collect it all once the rotations had finished. | Maningrida EEP302 Report:  “had ability to effectively manage the classroom” |
| *4.3*  *Demonstrate knowledge of practical approaches to manage challenging behaviour.* | Teachers need to show their authority by setting clear behaviour management rules and making consequences to breaches of these clear to all students.  Teachers need to be aware of the schools policies and procedures to manage student’s behaviours. There are often steps to be undertaken and criteria for behaviours which have appropriate recommended or assigned actions. | In situations where challenging behaviour arose my supervising teacher would in almost all instances take control. I gradually developed my ability to manage challenging behaviour by using a whole class free time minutes system which worked effectively in instances of student misbehaviour. | Maningrida EEP302 Report:  “Working on her ability to administer behaviour management techniques” |
| *4.4*  *Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.* | Bullying No way campaign  Mandatory reporting – Teachers must notify the Department of Human Services if they have formed the belief on reasonable grounds that: -A child has suffered, or is likely to suffer, significant harm as a result of physical injury or sexual abuse and the child’s parents have not protected, or are unlikely to protect, the child from harm of that type (VIT, 2012).  Maintaining confidentiality between student’s home life and school life.  Every student has the right to feel safe and supported at school. | When implementing tasks I ensure they are safe and that any hazardous materials are dealt with appropriately. I always endeavour to ensure students feel safe and their health and wellbeing is supported by implementing school policies such as the bullying no way, have a go and healthy eating policies. I do this by enforcing the rules of these policies within my classes ensuring that students eat fruit in healthy eating times, rewards for friendly and kind behaviours and discipline for ‘bullying’ behaviours. |  |
| *4.5*  *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.* | Cyber bullying, Scams, Viruses ect.  Students need to be made aware of and educated about the consequences and results of scams and viruses. Teachers need to lay clear expectations about how students should use ICT and what is and isn’t acceptable behaviours. | Leading discussion with my students before undergoing an internet research task about the potential harms that exist on the internet. Talking about our personal safety, respect for others and how we treat each other in person should be the same on the internet. |  |

**Aspects of Professional Standard 4 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *4.4*  *Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.* |  |  | I have no proof of practice of me implementing various school policies associated with students wellbeing and safety. |
| *4.5*  *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.* |  |  | I haven’t discussed these issues with my students yet. In further teaching I need to ensure I address these issues before allowing my students to engage with ICT. |

**PROFESSIONAL PRACTICE DOMAIN:**

**STANDARD 5:** Assess, provide feedback and report on student learning

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| **AITSL Focus area** | **AITSL Graduate expectation** | ***Questions to ask*** |
| 5.1  Assess student learning | *Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.* | *What informal and formal, diagnostic, formative and summative assessment strategies do you use to assess student learning?* *What evidence do you have to show this?* |
| 5.2  Provide feedback to students on their learning | *Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.* | *How do you provide timely feedback to students on their learning? What evidence do you have to show this?* |
| 5.3  Make consistent and comparable judgements | *Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.* | *What moderation have you participated in to build your capacity to make consistent and comparable judgements of student learning?* *What evidence do you have to show this?*  *How do use moderation to ensure consistent and comparable judgements when assessing students? What evidence do you have to show this?* |
| 5.4  Interpret student data | *Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.* | *What examples have you of modifying your teaching in response to assessment data you have gathered to evaluate student learning? What evidence do you have to show this?* |
| 5.5  Report on student achievement | *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.* | *What strategies have you utilised to report to students and parents/carers? What evidence do you have to show this?*  *What recording keeping techniques have you utilized? What evidence do you have to show this?* |

**Demonstration of standard may include:**

* Assessment strategies that are relevant to the level of individual student understanding and skill development.
* Assessment activities selected that allow for evaluation of student learning and provide meaningful feedback to students.

***AISTL Illustration of Practice***

There are no illustrations of Standard 5 for graduate teachers at this point in time.

**Related Key Selection Criteria:**

Capacity to monitor and assess student learning data and to use this data to inform teaching for improved student learning.

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| **Professional STANDARD 5: How do I assess, provide feedback and report on student learning?** |

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *5.1*  *Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.* | Assessment can be for, of and as learning. These various methods can be applied in many different ways to achieve different information and different outcomes.  Different strategies can give different results as each student responds to specific formats differently. Good teaching practice incorporates various assessment strategies in order to achieve the most accurate information. | I used various assessment strategies in order to gain the most accurate information about my students learning. I used both informal and formal means of summative and formative assessment. I found that this not only tested various aspects of their knowledge but it allowed me to acknowledge external factors at the time of testing i.e. nerves as well as the best ways students apply their knowledge (some students responded better to summative one answer style questionnaires where as some responded better to formative mind maps where they could write and draw about their ideas in a less ‘test’ like environment). | Maningrida EEP302 Report:  “Kara gave students assessment tasks and made comments and judgements”  Student Tests |
| *5.2*  *Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.* | Feedback needs to be constructive and useful to the student as it is a crucial aspect of a student’s overall learning.  Teachers should endeavour to provide feedback as soon as possible once student work is submitted, while learnt information is still current in the brain and students can actively process and put the feedback into effect. | Whilst teaching a series of three lessons on telling the time to my prep students, I provided them with constant feedback on their work throughout the activity to ensure they were staying on task. I also corrected their work and spoke about their errors on the same day or the day after whilst the information was still fresh in their minds. | Student work samples with teacher comments |
| *5.3*  *Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.* | All teachers have different ideas and standards and thus mark students differently. Teachers need to moderate their assessment standards with one another to ensure fairness is maintained across the year levels.  Moderating is beneficial to both student and teacher as the students receive a fairer mark as they are being assessed across the entire year level with no bias by one specific teacher. It is also a benefit to the teachers as they gain a broader knowledge of the educational levels of the student’s aswell as the equality of their testing. | In preparation of the NAPLAN persuasive writing task I was involved in a level 3/4 meeting in which we moderated the marks class teachers had given their students into categories of low, medium, high and very high. This allowed for teachers to see were their students ranked compared to the entire cohort in the school and thus allowed them time to develop lessons on areas of obvious weaknesses amongst the group. | Dales report on taking part in moderating |
| *5.4*  *Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.* | Assessment of each student should be analysed (pre and post assessment) in order to see if effective learning has taken place consistently throughout the cohort.  Lessons and the content within them should be constantly modified and adjusted to suit the learning needs of the students. | I administered the same test pre and post the topic of rounding to see if my students had learnt the required information. I compared this to other worksheets and involvement in class activities relating to the topic in order to gain the best insight in to the students learning. I compared all the students areas of weaknesses and made links to my teaching content. I then brainstormed with my supervising teacher about more effective ways of teaching this topic. | Maningrida EEP302 Report:  “Track and report student progress. She has used this information for planning further lessons and revising lesson content” |
| *5.5*  *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.* | Reporting to both students and parents/carers should be constructive and informative. It can be verbal or non verbal, short or long, but it should be provided as consistently as possible.  Teachers are responsible of monitoring and recording student learning so that the most accurate information can be provided when reporting to students and parents/carers. Teachers should also keep specific student work and consistently add to their records of student achievement so that the most accurate reporting can be made. | I reported to students in both verbal and written forms by giving them marks and written feedback as well as sitting down with them and explaining areas that need improvement. When reporting to students I always remained positive and constructive in an attempt to further encourage them. I kept records of all assessment and progress of students work so that my supervising teacher could use them later in the term when writing reports. | Maningrida EEP302 Report:  “Kara gave students assessment tasks and made comments and judgements which I could use at a later date” |

**Aspects of Professional Standard 5 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *5.5*  *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.* |  | I haven’t reported to parents/carers on their child’s achievements or progress as yet. I need to develop a system where I can record each student’s progress on a regular basis so that when reporting to parents/carers my information is up to date. | Develop tables and charts  Folders with tabs on each student |

**PROFESSIONAL ENGAGEMENT DOMAIN:**

**STANDARD 6:** Engage in professional learning

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| **AITSL Focus area** | **AITSL Graduate expectation** | ***Questions to ask*** |
| 6.1   Identify and plan professional learning needs | *Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.* | *In what ways have you utilised the National Professional Standards for Teachers to identify your professional learning needs? What evidence do you have to show this?* |
| 6.2  Engage in professional learning and improve practice | *Understand the relevant and appropriate sources of professional learning for teachers.* | *In what ways have you engaged in professional learning to improve your practice? What evidence do you have to show this?* |
| 6.3   Engage with colleagues and improve practice | *Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.* | *In what ways have you engaged with colleagues to improve your practice? What evidence do you have to show this?* |
| 6.4  Apply professional learning and improve student learning | *Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.* | *How has the professional development you have undertaken impacted on student learning in your classrooms? What evidence do you have to show this?* |

**Demonstration of standard may include:**

* Reflections on classroom activities highlighting activities and resources that could be refined or reconsidered.
* Reflections on classroom activities that identify areas of knowledge or practice that need further development.
* Reflections on the learning sequence demonstrating a capacity to plan for changes and improvements for future practice.
* Reflections on the learning sequence showing insight into the effectiveness of planned strategies and activities for student learning.
* Reflective comments shows a willingness to engage in discussion of how to build an effective learning environment.
* Showing a capacity and willingness to engage in and plan for continuing professional learning.
* Showing a capacity to evaluate the extent to which professional activities contribute to their professional knowledge and practice.
* Resources and/or technologies used that are appropriate for the group and for learning the concepts or content.

***AISTL Illustration of Practice***

**Focus area 6.1** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00034>

**Focus area 6.2** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00035>

**Focus area 6.4** <http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00145>

**Related Key Selection Criteria:**

Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff.

Demonstrated commitment and capacity to actively contribute to a broad range of school activities and a capacity to reflect on, evaluate and improve professional knowledge and practice

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| **Professional STANDARD 6: How do I engage in professional learning?** |

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *6.1*  *Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.* | Like students, teachers are constantly learning and there are always new and different ways to approach things. The standards allow for teachers to reflect upon their practice, what they do and don’t implement, areas of strength and weakness and what they can improve upon.  Teachers can constantly monitor and evaluate their teaching approaches and methods against the standards to ensure they are delivering the best education to their students. | In filling out this table and comparing the standards and expectations with my teaching practices to date has allowed me to identify areas that I need to work on in further teaching placements in order to become a fully competent teacher. | This assignment. |
| *6.2*  *Understand the relevant and appropriate sources of professional learning for teachers.* | Through regular reflection and discussions, teachers can learn from one another and with each other.  PD’s provide insightful and in depth information on specific areas that allow teachers to gain new knowledge, refresh their knowledge and reflect upon their practice in relation to the topic.  The government provides numerous resources both online and in hard copy format that support teachers in their endeavours to provide the best quality education possible. | I participated in a PD and had in depth discussions with various teachers about the Accelerated Literacy Program and how to effectively teach it.  I participated in a number of meetings where various teaching professionals discussed their ideas and understandings on various areas of the curriculum. | Maningrida EEP302 Report:  “She attended Professional Development and spoke with myself and a senior teacher at length to ensure she understood how to teach it”  Croydon Hills EEP301 Report:  “She sat in on our staff briefings and level 3 professional learning team meeting as well as curriculum meeting for numeracy” |
| *6.3*  *Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.* | There is not one method or approach to teaching that is the only correct way to provide a sound education to students. Teachers need to work as a team and consistently reflect upon approaches and strategies with one another in order to provide quality learning experiences.  Professional communication allows for both experienced and inexperienced teachers to share knowledge, advice and resources with one another in order to improve teaching practices. | When I struggled with certain aspects of my teaching such as delivering specific content in appropriately engaging and educative ways and behaviour management techniques I sought out advice from my supervising teacher and other teachers within the school. I used their advice in future lessons. | Maningrida EEP302 Report:  “She asked other staff members for advice...When giving Kara advice she was very responsive and asked many follow-up questions. She was keen to improve and honest about the areas she most needed to practice” |
| *6.4*  *Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.* | Research into education and the best teaching practices are constantly being updated.  As teachers regularly update their professional knowledge and practices they are allowing their students the best opportunities to receive an in depth and insightful education. | I participated in numerous professional development meetings and sessions with my supervising teachers and other staff members of the school on a weekly and sometimes dual weekly basis. I am aware of the necessity for teachers to be constantly learning so that their teaching practices engage and educate students in the best ways. | Croydon Hills EEP301 Report:  “She sat in on our staff briefings and level 3 professional learning team meeting as well as curriculum meeting for numeracy”  Maningrida EEP302 Report:  “She attended Professional Development” |

**PROFESSIONAL ENGAGEMENT DOMAIN:**

**STANDARD 7**: Engage professionally with colleagues, parents/carers and the community

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| **AITSL Focus area** | **AITSL Graduate expectation** | ***Questions to ask*** |
| 7.1  Meet professional ethics and responsibilities | *Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.* | *What understanding do you have of the ethical dimensions of teaching? What evidence do you have to show this?* |
| 7.2  Comply with legislative, administrative and organisational requirements | *Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.* | *What understanding do you have of the legal dimensions of teaching? What does duty of care mean to you and what examples of you exercising duty of care can you describe? What evidence do you have to show this?* |
| 7.3  Engage with the parents/carers | *Understand strategies for working effectively, sensitively and confidentially with parents/carers.* | *What do you believe to be the position of trust you are given by parents/guardians and the community? What evidence do you have to show this?*  *What ways have you seen to develop parent/teacher partnerships? What evidence do you have to show this?* |
| 7.4  Engage with professional teaching networks and broader communities | *Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice* | *In what ways have you engaged with professional teaching networks and broader communities? What evidence do you have to show this?* |

**Demonstration of standard may include:**

* Classroom activities demonstrating a capacity to work productively with other teachers.
* The Analysis of Teaching and Learning showing an understanding of the philosophy, ethos or priorities of the school community and the influence of these on the teaching and learning process within the school setting.
* The sequence of learning showing a capacity to engage with and use resources from the wider school community, parents/guardians and/or the community at large to enhance students’ learning of key concepts.
* Reflections on the learning sequence that demonstrate a capacity to contribute to improvements for future practice, at a team or program level.
* Showing a capacity and willingness to engage in and reflect on a range of collegiate and professional activities, both within and outside of the school.
* Showing a capacity to evaluate collegiate and professional activities.

***AISTL Illustration of Practice***

There are no illustrations of Standard 7 for graduate teachers at this point in time.

**Related Key Selection Criteria:**

Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff.

Demonstrated commitment and capacity to actively contribute to a broad range of school activities and a capacity to reflect on, evaluate and improve professional knowledge and practice

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| **Professional STANDARD 7: How do I engage professionally with colleagues, parents/carers and the community?** |

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *7.1*  *Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.* | Values of Integrity, Respect and Responsibility (VIT, 2012)  Teachers focus on equality, fairness, stimulating thinking and learning with all students as well as positive team work with colleagues and families.  Teachers treat all students, colleagues and families equally and endeavour to provide each student with the best quality education to suit their learning needs.  Teachers maintain professional relationships with all by ensuring the areas of confidentiality, quality teaching and legal requirements are pursued. | I treat all students equally and respectfully by showing no bias and allowing them all the same opportunities to learn by setting tasks that challenge them at their ability levels. I take on board and utilise advice from other teaching professionals as well as working collaboratively with them. I engage in positive discussions with parents about their child’s learning development. | Maningrida EEP302 Report:  “She has developed a supportive and positive relationship with all the girls”.  “Observant of student competencies and adapts lessons if she finds that the students do not understand”. |
| *7.2*  *Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.* | Many policies ranging from government policies to general administrative policies are in effect for teachers to adhere to. Teachers must enforce these in their classroom as a requirement of their job.  The policies are in place to ensure all students are treated and cared for in the best way and that all teachers act as professional as possible. | I understand the processes of creating units of work according to the curriculum and students learning needs, monitoring and recording of student’s progress and creating a safe and friendly learning environment. I act professionally as a teacher and follow legislative laws. | Maningrida EEP302 Report:  “Kara continually checked to make sure that what she was teaching covered the curriculum”  “She has developed a supportive and positive relationship with all the girls”. |
| *7.3*  *Understand strategies for working effectively, sensitively and confidentially with parents/carers.* | Fair, constructive and professional continued communication (written and verbal) between the teacher and all parents/carers allows for appropriate team work to take place in allowing the students to receive what is required for them to have the best learning experiences. | When engaging with parents I took into consideration their views and circumstances so that we could discuss the students progress in a constructive manner that would benefit the students future learning. I only spoke about my interactions with parents with my supervising teacher to ensure confidentiality. | Croydon Hills EEP301 Report:  “Kara was present during a scheduled student/parent/teacher conference”  Good Shepherd EXP401 Report:  “Parents accepted Kara as part of the teaching team” |
| *7.4*  *Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.* | The more insight and knowledge a teacher gains from their external environment, the broader their vision of teaching and learning becomes and thus more enhanced their lessons are.  Constantly seeking new information and knowledge allows for teacher’s facilitation of learning to be much more effective. | I listened to and implemented strategies that an external member from the teaching staff discussed at a PD. | Maningrida EEP302 Report:  “She attended Professional Development” |

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