

Tabor Teacher Education

- Australian Professional Teacher Standards
- Foundation and Graduate Descriptors



TABOR

Elaboration/ Descriptor	Foundation	Graduate
PROFESSIONAL KNOWLEDGE		
Standard 1 — Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students	Be aware of the physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 Understand how students learn	Be aware of research into how students learn and the implications for teaching.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Develop an understanding of the needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds through fostering and building positive relationships with students.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Foster and build positive relationships with students who have Aboriginal and Torres Strait Islander backgrounds.	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.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Use strategies from the mentor teacher to 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.
1.6 Strategies to support full participation of students with disability	Be aware of the legislative requirements and teaching strategies that support participation and learning of students with disability.	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2 — Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area	Engage in conversations about 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.
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.	Organise content into an effective learning and teaching sequence.
2.3 Curriculum, assessment and reporting	Use curriculum knowledge and feedback to design learning sequences, lesson plans and be aware of assessment and reporting processes.	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.	Build relationships and show respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Apply literacy and numeracy teaching strategies as directed by mentor teacher and assist in delivery.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Information and Communication Technology (ICT)	Use ICT when available and appropriate to expand learning opportunities for students.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

PROFESSIONAL PRACTICE		
Standard 3 — Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals	Acknowledge and work with learning goals established in the class to maximise learning for students.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan, structure and sequence learning programs	Plan lesson sequences that follow learning established for the class that reflect knowledge of content and teaching strategies.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Use teaching strategies.	Observe and discuss teaching strategies to use with mentor teachers.	Include a range of teaching strategies.
3.4 Select and use resources	Recognise and begin to use a range of resources to support students in their learning.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Use effective classroom communication	Discuss with mentor teacher and apply a range of verbal and non-verbal communication strategies to support student engagement.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Evaluate and improve teaching programs	Demonstrate a willingness to reflect and improve programs.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7 Engage parents/carers in the educative process	Engage with the parents/carers and communicate appropriately in the educative process.	Describe a broad range of strategies for involving parents/carers in the educative process.

Standard 4 — Create and maintain supportive and safe learning environments		
4.1 Support student participation	Encourage student participation and engagement in classroom activities.	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Manage classroom activities	Under guidance organise classroom activities and provide clear directions.	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3 Manage challenging behaviour	Demonstrate knowledge of the schools policies and procedures to manage challenging behaviour.	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Maintain student safety	Demonstrate knowledge of the schools policies and procedures to maintain student safety.	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically	Encourage safe, responsible and ethical use of ICT in learning and teaching.	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.

Standard 5 — Assess, provide feedback and report on student learning		
5.1 Assess student learning	Support the mentor teacher in established assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Provide feedback to students on their learning	Demonstrate timely and appropriate feedback to students about their learning.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Make consistent and comparable judgements	Make consistent judgements regarding student learning.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Interpret student data	Collect student assessment data to evaluate student learning and modify teaching practice.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Report on student achievement	Demonstrate understanding of a range of strategies for giving positive feedback to students and keeping accurate and reliable records of 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.

PROFESSIONAL ENGAGEMENT

Standard 6 — Engage in professional learning

6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Understand the relevant and appropriate sources of professional learning for teachers.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
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.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Standard 7 – Engage professionally with colleagues, parents/carers and the community		
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
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.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
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.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Focus areas & descriptors	The focus areas and descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.
Professional capability at career stages	The career stages in the Standards provide benchmarks to recognise the professional growth of teachers throughout their careers. The descriptors across the career stages represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

Reference:

<https://www.aitsl.edu.au/teach/standards> accessed on 22 August 2018.