**Pre-service Teacher Development of Professional Teaching Standards**

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| Standard | Level 1 (Novice) | Level 2 (Emerging) | Level 3 (Graduate) Satisfactory | Level 4 (Graduate) Good | | Level 5 (Graduate) Outstanding |
| **Standard 1** Know students and how they learn | * Has a naive view of how students learn, * View of students learning is opinion based with no evidence to support * Has poor knowledge of individuals in class. * Little connection between class/students and their professional practice | * Can articulate theories of learning that influences their practice * Uses learning activities that are based on theory but not necessarily able to make the connection to theory * Makes some decisions based on knowledge of class/students | * Uses theoretical understanding of learning when planning. * Teaching reflects understanding the needs of students and applies strategies to support their learning * Identifies students with specific needs and acts appropriately | * Planning is significantly influenced by key theories of learning to meet the needs of a class * Teaching reflects a sound understanding the needs of individual students and applies a range of strategies to support their learning | | * Planning is significantly influenced by key theories of learning and the needs of the class/individuals * PST shows a sophisticated understanding of individual needs of students, including linguistic, cultural and socioeconomic. |
| **Standard 2** Know the content and how to teach it | * Significant gaps in content knowledge or not able to articulate knowledge at a level appropriate to students being taught. * No awareness of curriculum documents or not able to interpret them * No awareness of ATISI issues | * Has sound content knowledge within teaching but may need support to adjust to appropriate level. * Some success in organising content, although not necessarily with sequences of learning * Has some but limited success in understanding ATSI issues. | * Good understanding of content and matches level well to teaching. * Good organisation of content including well-structured sequences. * Has good knowledge of Australian Curriculum. | * Strong understanding of content combined with a good understanding of how to communicate this knowledge to students * Evidence of well-structured learning sequences * Sound knowledge of the Australian Curriculum & relevant resources | | * Excellent content knowledge, which is communicated in a variety of ways including ICT use to support student learning * Planned learning sequences are coherent and progressive. * Excellent understanding of the Australian Curriculum & able to implement across strands and learning areas |
| **Standard 3** Plan for and implement effective teaching and learning | * Needs significant support to plan learning episodes, or not able to articulate planning in a written format * Low aspirations for student learning. * Teaching approach ineffective and limited, and not able to adjust to suit learners | * Can plan single learning episodes without significant support. * Learning sequences planned with support. * Planning is well documented and structured and pitched at the appropriate level | * Sets appropriate goals and plans learning sequences effectively. * Planning takes account of individual needs of students * Evaluates experiences to improve practice | * Implements well-constructed learning goals * Excellent planning, adapted to class context, which utilises a range of teaching strategies * Demonstrates the ability to improve practice through reflection | | * Sets challenging and differentiated learning goals * Uses a broad range of strategies and resources to address individual needs of students * Very good use of resources * High levels of reflexive practice and evaluation |
| **Standard 4** Create and maintain supportive and safe learning environments | * Little attention is paid to the learning environment. * Inconsistent application of strategies to manage behaviour or ineffective strategies implemented | * Some success in organising and managing the learning environment. * Environment is predominantly safe and productive for students. * Successfully applies strategies for student participation, sometimes with support. | * Develops safe and productive learning environment where students are encouraged to take chances in their learning. * Applies a range of strategies to support the learning environments, which are well organised and where challenging behaviour is appropriately managed | * Demonstrates the capacity to design & support a safe & supported learning environment to enable all students to learn | | * Creates a very well managed and supported and safe learning environment, which is inclusive for students, and where challenging behaviours are managed skilfully |
| **Standard 5**  Assess, provide feedback and report on student learning | * Not able to assess students learning * Feedback is poorly timed, inconsistent and ineffective | * Able to assess students using limited range of strategies * Feedback is used with some, but limited effect, on learning. | * Assessment is used to aid student learning. * Feedback is timely and useful | * Utilises various types of assessment to support the learning process * Feedback is timely and relevant | | * Able to use formative and summative assessment productively as part of the learning process * Feedback is timely, continuous, and supports students learning |
| **Standard 6**  Engage in professional learning | * Does not engage with professional learning * Sporadic listening to advice or acting on it. * Attends professional learning activities but does not use them to inform practice. * No effective use of feedback | * Engages in professional learning in a limited way and may struggle to incorporate this into teaching * Listens to feedback but doesn't always have the desire or capacity to employ in own practice. | * Engages appropriately in professional learning opportunities and applies to teaching where relevant. * Seeks to improve practice from feedback. | * Seeks out opportunities to engage in professional learning | | * Listens carefully and responds positively to advice, feedback and professional learning opportunities |
| **Standard 7** Engage professionally with colleagues, parents/carers and the community | * Reluctant to engage with teaching colleagues, mentors and other PSTs. * No useful relationships built with the wider school community or parents/carers. | * Communicates with colleagues as required * Adequate communication with parents, where appropriate. | * Engages with colleagues in pedagogical discussions. * Communicates professionally with parents as required. * Works positively with colleagues. | * Proactively engages in pedagogic discussions with colleagues * Seeks to build relationships with parents * Engages with colleagues to improve professional practice | | * Contributes current educational knowledge to pedagogic discussions with colleagues * Develops a productive relationship with parents * Engages with colleagues and actively works to improve professional practice. |
| Students in PE 1 will need to be mostly at Level 2 with some at Level 1 Students in PE 2 will need to be at Level 2 or above  Students in PE 3 will need to be at Level 3 or above Students in PE 4 will need to be at Level 4 or above | | | | | Students in RP1 will need to be at Level 2 or above  Students in RP2 will need to be at Level 3 or above | |