Professional Standards for Pre-service Teacher Development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Level 1 (Novice) | Level 2 (Emerging) | Level 3 (Graduate) | Level 4 (Outstanding Graduate) |
| 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 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.
 | * Very strong content knowledge, which is communicated effectively at the student level.
* Planned learning sequences are coherent and progressive.
* Excellent understanding of the Australian Curriculum.
 |
| Standard 3Plan 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
 | * Sets challenging and differentiated learning goals
* Excellent planning, adapted to class context, which utilises a range of teaching strategies
* Very good use of resources
* High levels of reflection and evaluation
 |
| Standard | Level 1 (Novice) | Level 2 (Emerging) | Level 3 (Graduate) | Level 4 (Outstanding Graduate) |
| Standard 4Create 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
 | * 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
 | * 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.

 | * Listens carefully and responds positively to advice, feedback and professional learning opportunities
 |
| Standard 7Engage 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.
 | * 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 PER 1 will need to be at Level 2 or aboveStudents in PER 1 &2 will need to be at Level 3 or above | Students in PE 1 will need to be mostly at Level 2 with some at Level 1Students in PE2 will need to be at Level 2 or aboveStudents in PE3 will need to be at Level 3 or aboveStudents in PE 4 will need to be at Level 3 or above.  |