

**FRAMEWORK FOR
ADVANCED PROFESSIONAL DEVELOPMENT**
Literacy, numeracy, science and assessment capability

Appendix A
Learning Outcomes: Literacy

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Addressed to:

Director, QCT QEPR Project,
Queensland College of Teachers, PO Box 389, Toowong,
Queensland 4066 Australia

Phone: (07) 3237 0922

Fax: (07) 3239 6536

Website: www.qct.edu.au/qepr

Email: qepr@qct.edu.au

(Note: Professional development outcomes have been defined using an additive model that assumes all outcomes outlined in previous phase)

Organiser	TEACHER DEVELOPMENT CONTINUUM →			
	Foundational	Proficient	Highly Accomplished	Lead
	Knowledge and understanding of content and processes of literacy			
Professional development outcomes common to reading and viewing, writing (including spelling) and designing, speaking and listening	<ul style="list-style-type: none"> • Explain the importance of proficiency in reading and viewing, writing and designing, speaking and listening in accessing the curriculum • Identify and explain the forms, purposes and intended audiences of different texts • Explain how information is communicated in particular ways in different domains of knowledge • Explain and use the diversity, intertextuality and different characteristics of multimodal texts, including e-texts • Identify how texts are structured and organised in different ways • Explain the importance of literacy learners developing meta-knowledge of themselves as readers and viewers, writers and designers, speakers and listeners • Explain and apply some contemporary research in reading, viewing, writing, designing, speaking and listening • Identify the key features of the spelling system • Explain how spelling knowledge relates to word knowledge and that learners use orthographic information to decode and make meaning in reading and viewing, writing and designing, speaking and listening 	<ul style="list-style-type: none"> • Investigate and apply intertextuality for reading and viewing, writing and designing, speaking and listening purposes • Explain how and why texts are structured and organised in different ways • Explain the importance of readers and viewers, writers and designers, speakers and listeners developing meta-knowledge of themselves as literacy learners • Identify opportunities and apply the use of ICT in enhancing what students learn, how they learn and when and where they learn in the context of literacy learning • Source, analyse, evaluate and apply a broad range of current research and information on the development of reading and viewing, writing and designing, speaking and listening competence to inform teaching. 	<ul style="list-style-type: none"> • Apply in-depth knowledge of the development of reading and viewing, writing (including spelling) and designing, speaking and listening competence • Identify, evaluate and use a range of strategies to comprehend and critically evaluate texts, including digital, as reading and viewing, writing (including spelling) and designing, speaking and listening resources for individuals, groups and whole classes • Demonstrate in-depth knowledge and understanding of the reading writing connection and its application in the teaching of reading and writing • Identify, evaluate and apply a range of teaching and learning strategies and resources, including digital, for developing students' abilities as independent readers and viewers, independent writers, and spellers, independent designers, and independent speakers and listeners • Identify opportunities to share in professional conversations regarding the teaching of literacy learners and the use of ICT and digital resources for student learning 	<ul style="list-style-type: none"> • Identify, evaluate and apply a range of strategies, including ICT, for engaging and mentoring colleagues in current research and professional conversations regarding reading and viewing, writing (including spelling) and designing, speaking and listening • Identify, evaluate and apply a range of strategies at group, class and school level for trialling and evaluating new approaches to the teaching of reading and viewing, writing (including spelling), speaking and listening • Evaluate whole school approaches to reading and viewing, writing (including spelling) and designing, speaking and listening and how these might be applied at school, year level, class and individual level • Design strategies to promote linkages between the development of reading and viewing, writing (including spelling) and designing, speaking and listening capabilities and future study at secondary school level, leisure and the world of work.

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Organiser	TEACHER DEVELOPMENT CONTINUUM —————→			
	Foundational	Proficient	Highly Accomplished	Lead
	Knowledge and understanding of content and processes of literacy			
Professional development outcomes common to reading and viewing, writing (including spelling) and designing, speaking and listening (Cont)	<ul style="list-style-type: none"> • Explain the relationship between punctuation and English orthography and how it is used to mark word function, semantic units and non linguistic symbols and codes • Explain the benefits of the use of ICT in the context of literacy learning and the achievement of student learning outcomes. 		<ul style="list-style-type: none"> • Provide information and access to parents and caregivers about students’ reading and viewing, writing and designing, speaking and listening development – how taught; expected outcomes; links between the strands of speaking, listening, reading, viewing and writing (including spelling) and designing; the ways parents and caregivers can provide support. 	

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Organiser	TEACHER DEVELOPMENT CONTINUUM —————→			
	Foundational	Proficient	Highly Accomplished	Lead
	Knowledge and understanding of content and processes of literacy			
Grammar	<ul style="list-style-type: none"> • Know and apply the operation of grammatical concepts and terms at whole text, sentence, clause, and individual word levels: <ul style="list-style-type: none"> – whole text level, <ul style="list-style-type: none"> ○ paragraphs in narrative and non narrative texts and – cohesion (grammatical and lexical) sentence level: <ul style="list-style-type: none"> ○ simple ○ compound ○ complex – clause level: <ul style="list-style-type: none"> ○ principal ○ adjectival ○ adverbial ○ noun ○ verbless – word level: <ul style="list-style-type: none"> ○ noun ○ verb ○ adjectives ○ pronouns ○ prepositions ○ conjunctions ○ adverbs ○ figurative language ○ evaluative language. 	<ul style="list-style-type: none"> • Identify, explain and apply the operation of grammatical concepts including correct use of Standard Australian English at the word, clause and sentence levels • Identify, explain and apply the patterns and purposes of English usage and how language changes to meet the requirements of purpose and audience at the whole text, sentence, clause and word levels • Explain and apply the use of textual features at whole text, sentence, clause, group and word level to achieve purpose and audience • Identify, explain and apply the correct use of punctuation. 	<ul style="list-style-type: none"> • Apply in-depth knowledge of language, language-in-use and language-as-system to a range of texts • Identify, evaluate and use a range of strategies for developing students’ abilities to use grammar at whole text, sentence, clause, group and word level • Identify, evaluate and use a range of strategies for developing students’ abilities to use correct punctuation in all curriculum areas across a range of text types including e-documents. 	<ul style="list-style-type: none"> • Source, read, analyse and evaluate information on the development of grammar competence to strengthen students’ capacities to read, view, write, design, speak and listen effectively • Identify, evaluate and apply a range of strategies for engaging colleagues in professional conversations regarding the teaching of grammar in context and its use over time • Identify, evaluate and apply a range of strategies at group, class and school level for trialling and evaluating new approaches to the teaching of grammar • Evaluate whole school approaches to teaching grammar and how these might be applied at school, year level, class and individual level.

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Organiser	TEACHER DEVELOPMENT CONTINUUM —————→			
	Foundational	Proficient	Highly Accomplished	Lead
	Knowledge and understanding of content and processes of literacy			
Reading and viewing-specific professional development outcomes	<ul style="list-style-type: none"> Identify the strategic behaviours used by readers and viewers to construct and critically evaluate meaning – identify purpose, make connections (text to self, text to other texts, text to world), question, visualise, draw inferences, determine importance, synthesise, repair understanding Identify a core range of strategies readers use before, during and after reading to determine if the text meets the writer’s intended purpose. 	<ul style="list-style-type: none"> Explain the strategic behaviours used by readers to construct and critically evaluate meaning Explain and apply an extended range of strategies that readers and viewers use before during and after reading to determine if the text meets the reader’s intended purpose. 	<ul style="list-style-type: none"> Identify, evaluate and use a range of strategies to comprehend and critically evaluate the suitability of different texts for teaching specific reading behaviours e.g. visualisation. 	<ul style="list-style-type: none"> Model lessons for colleagues that make explicit the strategies that readers and viewers use before, during and after reading to check for meaning.
Writing and designing-specific professional development outcomes	<ul style="list-style-type: none"> Identify the strategic behaviours used by writers and designers to compose and make meaning – prewriting, drafting, sharing, revising and crafting, editing for conventions and publishing. 	<ul style="list-style-type: none"> Identify the strategic behaviours used by writers and designers and how these are applied flexibly by writers to compose and make meaning – prewriting, drafting, sharing, revising and crafting, editing for conventions and publishing. 	<ul style="list-style-type: none"> Identify, evaluate and use a range of strategies to critically evaluate the suitability of different texts for teaching specific knowledge of writing and designing for the writing process. 	<ul style="list-style-type: none"> Model lessons for colleagues that make explicit the strategies that writers and designers use as they write.

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Organiser	TEACHER DEVELOPMENT CONTINUUM —————→			
	Foundational	Proficient	Highly Accomplished	Lead
	Knowledge and understanding of content and processes of literacy			
Speaking and Listening-specific professional development outcomes	<ul style="list-style-type: none"> • Explain and apply the significant differences between spoken and written language e.g. the collaborative meaning-making natures of spoken language; the different set of language patterns in exploring ideas; the increased variation in terms of purpose, context and levels of formality; the personal and social development enacted through talk • Explain the significance of the distinctive features of spoken language i.e. What is being spoken about (activity/subject content); Who is speaking (social interaction/roles and relationships); What kind of talk (conversation/story/commentary). 	<ul style="list-style-type: none"> • Explain and apply a range of contexts to demonstrate the significance of the distinctive features of spoken language i.e. What is being spoken about (activity/subject content); Who is speaking (social interaction/roles and relationships); What kind of talk (conversation/story/commentary). 	<ul style="list-style-type: none"> • Identify, evaluate and use a range of strategies to critically evaluate the suitability of different texts for teaching specific knowledge of speaking and listening. 	<ul style="list-style-type: none"> • Model lessons for colleagues that make explicit the strategies that speakers and listeners use.

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Organiser	TEACHER DEVELOPMENT CONTINUUM →			
	Foundational	Proficient	Highly Accomplished	Lead
	Pedagogical content knowledge - literacy			
Professional development outcomes common to reading and viewing, writing (including spelling) and designing, speaking and listening	<ul style="list-style-type: none"> • Identify and implement relevant system and school level curriculum policy documents related to reading and viewing, writing (including spelling) and designing, speaking and listening • Establish learning goals in relation to reading and viewing, writing (including spelling) and designing, speaking and listening development at whole class, small group and individual level • Establish a physical classroom environment that facilitates effective teaching and learning of reading and viewing, writing and designing, speaking and listening • Establish routines, structures and processes including ICT in classrooms to facilitate reading and viewing, writing (including spelling) and designing, speaking and listening instruction • Identify appropriate reading and viewing, writing (including spelling) and designing, speaking and listening resources in a range of media [print, electronic, digital etc] and modes (written, spoken, visual, aural, tactile and multimodal) • Identify the intertextuality of resources for reading and viewing, writing (including spelling) and designing, speaking and listening programs 	<ul style="list-style-type: none"> • Explain key features and implement relevant system and school level curriculum policy related to reading and viewing, writing (including spelling) and designing, speaking and listening • Identify, explain and apply relevant system and school level curriculum policy documents related to reading and viewing, writing (including spelling) and designing, speaking and listening • Develop, implement and monitor learning goals in relation to reading and viewing, writing (including spelling) and designing, speaking and listening development at whole class, groups and individual level • Develop, implement and monitor a flexible class reading and viewing, writing (including spelling) and designing, speaking and listening program • Set high expectations for students and their abilities to comprehend and compose texts • Apply a balanced and flexible approach to the teaching of reading and viewing, writing (including spelling) and designing, speaking and listening • Identify, evaluate and apply an extended range and balance of teaching strategies in reading and viewing, writing (including spelling) and designing, speaking and listening 	<ul style="list-style-type: none"> • Apply in-depth knowledge of relevant system and school level curriculum policy documents related to reading and viewing, writing (including spelling) and designing, speaking and listening • Plan year and class level reading and viewing, writing (including spelling) and designing, speaking and listening programs • Access and evaluate professional networks and sources of professional advice related to reading and viewing, writing (including spelling) and designing, speaking and listening and disseminate information to members of the school community • Apply a range of intervention strategies for learners identified with reading and viewing, writing (including spelling) and designing, speaking and listening difficulties • Identify and assess the pedagogic, social and linguistic factors that act as barriers for reading and viewing, writing (including spelling) and designing, speaking and listening development • Develop and implement flexible reading and viewing, writing (including spelling) and designing, speaking and listening programs to meet the diverse needs of learners 	<ul style="list-style-type: none"> • Analyse and apply in-depth knowledge of relevant system and school level curriculum policy documents related to reading and viewing, writing (including spelling) and designing, speaking and listening and their relationship to contemporary research in reading, writing and student learning • Identify and communicate information on best practice and contemporary research in reading and viewing, writing (including spelling) and designing, speaking and listening • Plan integrated whole school, year level and class reading and viewing, writing (including spelling) and designing, speaking and listening programs • Identify and diagnose patterns of student needs in reading and viewing, writing (including spelling) and designing, speaking and listening at individual, class, year level and whole school level

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Organiser	TEACHER DEVELOPMENT CONTINUUM →			
	Foundational	Proficient	Highly Accomplished	Lead
	Pedagogical content knowledge - literacy			
Professional development outcomes common to reading and viewing, writing (including spelling) and designing, speaking and listening (Cont)	<ul style="list-style-type: none"> • Plan for and manage purposeful and explicit teaching of reading and viewing, writing (including spelling) and designing, speaking and listening • Establish a range and balance of instructional groups, including whole class, small group and individual instruction • Implement individual reading and viewing, writing (including spelling) and designing, speaking and listening programs for learners with special needs • Monitor effectiveness of own teaching and identifying areas for improvement • Know and implement strategies for developing meta-cognitive behaviours in learners. 	<ul style="list-style-type: none"> • Design and implement flexible routines, structures and processes in classrooms to facilitate reading and viewing, writing (including spelling) and designing, speaking and listening instruction • Identify and assess reading and viewing, writing (including spelling) and designing, speaking and listening resources in a range of media[print, electronic, digital etc and modes (written, spoken, visual, aural, tactile and multimodal) • Plan for a range and balance of instructional groups, including whole class, small group and individual instruction in reading and viewing, writing (including spelling) and designing, speaking and listening • Plan individual reading and viewing, writing (including spelling) and designing, speaking and listening programs for learners with special needs • Employ an extended range of strategies to monitor effectiveness of own teaching and identifying areas for improvement • Employ an extended range of strategies for developing meta-cognitive behaviours in learners. 	<ul style="list-style-type: none"> • Adopt flexible approaches to the teaching of reading and viewing, writing (including spelling) and designing, speaking and listening in response to learner needs. 	

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Organiser	TEACHER DEVELOPMENT CONTINUUM →			
	Foundational	Proficient	Highly Accomplished	Lead
	Pedagogical content knowledge - literacy			
Reading and viewing-specific professional development outcomes	<ul style="list-style-type: none"> • Develop and implement a class reading and viewing program that links with the class writing and designing program and the class speaking and listening program and provides specifically for developing student learning of: socio-cultural knowledge, knowledge of language and texts, knowledge of reading and viewing, writing (including spelling) and designing, speaking and listening processes and related strategies, and knowledge of themselves as readers and viewers • Implement a balanced approach to the teaching of reading which includes explicit teaching of phonological and phonemic awareness, grammar, scaffolded and contextualised teaching, purposeful teaching of ways language and text are used to craft points of view, opinions and stereotypes, integrated use of whole language, genre and socio-critical approaches • Identify a core range and balance of teaching strategies for reading and viewing – demonstration, modelled, shared, guided, independent • Identify appropriate texts for guided reading (able to read 90% of words and images to construct meaning) and independent reading (able to read 95% of words and images to construct meaning). 	<ul style="list-style-type: none"> • Design and implement a comprehensive, flexible and inclusive class reading program that links with the class writing program • Identify and assess texts for guided and independent reading • Apply an extended range of planned, purposeful activities that develop learners’ reading strategies before, during and after reading. 	<ul style="list-style-type: none"> • Identify and apply an extended range and balance of teaching strategies for reading, which includes explicit teaching of phonological and phonemic awareness, grammar, scaffolded and contextualised teaching, purposeful teaching, integrated use of whole language, genre and socio-critical approaches. 	<ul style="list-style-type: none"> • Plan and implement a whole school approach to linking the teaching of reading and viewing, writing (including spelling) and designing, speaking and listening • Explore the benefits of and differences between guided and independent reading to the holistic development of proficient readers • Model lessons that make explicit the strategies that readers use before, during and after reading • Mentor and coach other teachers to design and develop class reading programs that are responsive to the needs of the students and the world in which they live • Identify, evaluate and apply a range of strategies to facilitate whole school implementation of balanced reading programs.

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Organiser	TEACHER DEVELOPMENT CONTINUUM →			
	Foundational	Proficient	Highly Accomplished	Lead
	Pedagogical content knowledge - literacy			
Writing and designing-specific professional development outcomes	<ul style="list-style-type: none"> • Develop and implement a class writing and designing program that links with the class reading and viewing program and the class speaking and listening program and provides specifically for developing student ability to achieve writing and designing purposes for self-selected and given audiences as well as self-selected and given topics • Plan and Implement a balanced approach to the teaching of writing and designing which includes explicit teaching of textual features - text structure, vocabulary, grammar, cohesion, conventions and spelling • Identify and apply a core range and balance of teaching strategies for writing and designing – demonstration, shared writing, scaffolding, modelled writing, guided practice, and independent practice • Identify and apply a range of teaching strategies for each of the phases for teaching a writing form – immersion, inquiry, select and develop idea, draft, share, revise and craft, edit, publish 	<ul style="list-style-type: none"> • Design and implement a comprehensive, flexible and inclusive class writing and designing program that links with the class reading program and reflects current research in how students become proficient writers • Plan and implement a balanced and flexible approach to the teaching of writing and designing which includes explicit teaching of textual features - text structure, vocabulary, grammar, cohesion, conventions and spelling • Identify and apply an extended range and balance of teaching strategies for writing – demonstration, shared writing, scaffolding, modelled writing, guided practice, and independent practice • Design and implement a comprehensive and integrated class spelling program that links with the class reading and viewing, program and reflects current research in how students become proficient spellers • Identify and apply an extended range and balance of teaching strategies for spelling – modelled spelling, guided spelling, and independent spelling 	<ul style="list-style-type: none"> • Identify and apply an extended range and balance of teaching strategies for writing – demonstration, shared writing, scaffolding, modelled writing, guided practice, and independent practice • Plan and implement an integrated, systematic and flexible spelling program that provides early intervention and assistance to students experiencing difficulties with spelling • Identify, apply and critically evaluate an extended range of strategies for the teaching of spelling including modelled, guided and independent spelling. 	<ul style="list-style-type: none"> • Mentor/coach other teachers to design and develop class writing programs that are responsive to the needs of the students and the world in which they live • Identify, evaluate and apply a range of strategies to facilitate whole school implementation of balanced writing programs • Model lessons that make explicit strategies that teachers use to strengthen student writing capabilities • Model lessons that make explicit an extended range of strategies for the teaching of spelling including modelled, guided and independent spelling • Evaluate whole school approaches to teaching spelling and how these might be applied at school, year level, class and individual level • Identify and communicate information on best practice and contemporary research in teaching spelling.

(Note: Professional development outcomes have been defined using an additive model that assumes all outcomes outlined in previous phase)

Organiser	TEACHER DEVELOPMENT CONTINUUM —————▶			
	Foundational	Proficient	Highly Accomplished	Lead
	Pedagogical content knowledge - literacy			
Writing and designing-specific professional development outcomes (cont)	<ul style="list-style-type: none"> • Develop and implement an integrated spelling program that teaches phonological, visual, morphemic and etymological knowledge which is appropriate to students' writing purposes and stage of spelling development • Identify and apply a core range and balance of teaching strategies for spelling - modelled spelling, guided spelling, and independent spelling • Plan and implement a spelling program that is systematic and integrated with the class reading and writing program. 	<ul style="list-style-type: none"> • Plan and implement an integrated and systematic spelling program that reflects the stages of spelling development and caters for the spelling needs of a diversity of learners. 		

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Organiser	TEACHER DEVELOPMENT CONTINUUM →			
	Foundational	Proficient	Highly Accomplished	Lead
	Pedagogical content knowledge - literacy			
Speaking and listening–specific professional development outcomes	<ul style="list-style-type: none"> • Develop and implement a class speaking and listening program that links with the class reading and viewing program and the class writing and designing program and provides specifically for developing student ability to achieve purposes for self-selected and given audiences as well as self-selected and given topics • Plan and implement a balanced and integrated approach to the teaching of speaking and listening which includes explicit teaching of textual features - text structure, vocabulary, grammar of talk, cohesion and speaking conventions • Identify and apply a core range and balance of teaching strategies for speaking and listening – demonstration/modelling, shared teaching, guided and group work, rehearsal, review of learning, constructive feedback • Plan and apply contemporary teaching approaches to speaking and listening which challenge students to think for themselves e.g. exploratory talk, dialogic teaching, effective questioning techniques e.g. waiting, requiring extended answers, sequencing difficulty etc. 	<ul style="list-style-type: none"> • Design and implement a comprehensive, flexible and inclusive class speaking and listening program that links with the class reading and viewing program and the class writing and designing program and provides specifically for developing student ability to achieve purposes for self-selected and given audiences as well as self-selected and given topics • Design and implement a comprehensive, balanced and integrated approach to the teaching of speaking and listening which includes explicit teaching of textual features - text structure, vocabulary, grammar of talk, cohesion and speaking conventions • Design and apply an extended range and balance of teaching strategies for speaking and listening - demonstration/modelling, shared teaching, guided and group work, rehearsal, review of learning, constructive feedback • Design and apply contemporary teaching approaches to speaking and listening which challenge students to think for themselves e.g. exploratory talk, dialogic teaching, effective questioning techniques e.g. waiting, requiring extended answers, sequencing difficulty etc. 	<ul style="list-style-type: none"> • Identify, apply and critically evaluate an extended range of teaching approaches and strategies for speaking and listening. 	<ul style="list-style-type: none"> • Mentor/coach other teachers to design and develop class speaking and listening programs that are responsive to the needs of the students and the world in which they live • Identify, evaluate and apply a range of strategies to facilitate whole school implementation of integrated speaking and listening programs • Model lessons for colleagues that make explicit approaches and strategies that teachers use to strengthen student speaking and listening capabilities • Evaluate whole school approaches to teaching speaking and listening and design and deliver professional learning for colleagues on how these might be applied at school, year level, class and individual level • Identify and communicate information on best practice and contemporary research in teaching speaking and listening.

TEACHER DEVELOPMENT CONTINUUM →			
Foundational	Proficient	Highly Accomplished	Lead
Assessment specific professional development outcomes			
<ul style="list-style-type: none"> Identify the purpose of assessment Know and apply a core range of strategies to assess learners' abilities to integrate and apply socio-cultural knowledge, knowledge of language and texts, knowledge of reading and viewing, writing (including spelling) and designing, speaking and listening processes and related strategies, and knowledge of themselves as readers and viewers, writers and designers, speakers and listeners Assess learners' current understandings, misconceptions and levels of attainment of relevant learning outcomes and use this information as the starting point for teaching Know and apply a core range of assessment techniques relevant to reading and/or the process and product of writing: <ul style="list-style-type: none"> Observation – anecdotal recordings, rating scales, checklists Consultation – reading and viewing, writing (including spelling) and designing, speaking and listening conferences, individual interviews, parent interview/survey, whole class shares Focused analysis – running records, miscue analysis, cloze, retelling, rubrics, criteria sheets 	<ul style="list-style-type: none"> Assess the multiple purposes and different forms of assessment Know and apply an extended range of strategies to flexibly assess learners' abilities to integrate and apply socio-cultural knowledge, knowledge of language and texts, knowledge of reading and viewing, writing (including spelling) and designing, speaking and listening processes and related strategies, and knowledge of themselves as readers and viewers, writers and designers, speakers and listeners Design and apply an extended range of effective assessment techniques: <ul style="list-style-type: none"> Observation Consultation Focused analysis Peer and self assessment Negotiated assessment Collaborative assessment Provide high level feedback to learners and their families on reading and viewing, writing (including spelling) and designing, speaking and listening development based on assessment data Make judgements about learners' progress against specified learning outcomes in relation to reading and viewing, writing (including spelling) and designing, speaking and listening 	<ul style="list-style-type: none"> Collect and analyse student assessment data on reading and viewing, writing (including spelling) and designing, speaking and listening performance at individual, class and year level Use a comprehensive range of assessment data to inform curriculum planning in relation to reading and viewing, writing (including spelling) and designing, speaking and listening at year level Advise on the selection, management and use of assessment resources related to reading and viewing, writing (including spelling) and designing, speaking and listening at the relevant year level Design and apply flexible assessment techniques that reflect the diverse needs of learners, the purpose of the assessment and the curriculum goals Collect, analyse and use assessment data for diagnostic purposes and provide comprehensive feedback to learners and their families in relation to reading and viewing, writing (including spelling) and designing, speaking and listening 	<ul style="list-style-type: none"> Design and implement strategies to evaluate school reading and viewing, writing (including spelling) and designing, speaking and listening programs Collect and monitor trends in student data on reading and viewing, writing (including spelling) and designing, speaking and listening performance at individual, class, year and whole school level Collect, analyse and use assessment data to inform curriculum planning in relation to reading and viewing, writing (including spelling) and designing, speaking and listening at year and whole school level Advise on the selection and use of commercial assessment and testing materials related to reading and viewing, writing (including spelling) and designing, speaking and listening at year and whole school level Contribute to the development of whole school policy and procedures in relation to the assessment of reading and viewing, writing (including spelling) and designing, speaking and listening Coordinate assessment moderation procedures in relation to reading and viewing, writing (including spelling) and designing, speaking and listening within and across schools.

TEACHER DEVELOPMENT CONTINUUM —————→			
Foundational	Proficient	Highly Accomplished	Lead
Assessment specific professional development outcomes			
<ul style="list-style-type: none"> – Peer and self assessment – reading logs, structured dyads and triads, self assessment rating scales • Implement strategies to continuously monitor and assess learner progress against specified learning outcomes • Provide feedback to learners and their families on reading and viewing, writing (including spelling) and designing, speaking and listening development based on assessment data • Participate in assessment moderation processes in relation to reading and viewing, writing (including spelling) and designing, speaking and listening • Collect and use assessment data to inform the teaching and learning cycle in relation to reading and viewing, writing (including spelling) and designing, speaking and listening at the individual and class level • Maintain student assessment data • Prepare students for national/state testing programs • Check pre-prepared and/or commercial assessment resources for relevance against curriculum documents. 	<ul style="list-style-type: none"> • Know and apply a range of assessment moderation processes in relation to reading and viewing, writing (including spelling) and designing, speaking and listening • Collect, analyse and use assessment data to inform the teaching and learning cycle in relation to reading and viewing, writing (including spelling) and designing, speaking and listening at the individual and class level • Manage and organise student assessment data • Evaluate pre-prepared and/or commercial assessment resources and determine suitability for use with groups and individuals. 	<ul style="list-style-type: none"> • Lead assessment moderation processes in relation to reading and viewing, writing (including spelling) and designing, speaking and listening. 	

Curriculum frameworks and references and advisory documents

Knowledge and understanding of content area
<p>Queensland Studies Authority (QSA) http://www.qsa.qld.edu.au/learning.html</p> <ul style="list-style-type: none"> • Early Years Curriculum Guidelines • Year 1 Learning Statements • Years 3, 5, 7, 9 Essential Learnings (English) • P— 9 Literacy and Numeracy Indicators • Scope and Sequence Grammar (1— 9) • Scope and Sequence Spelling (1— 9) • Year 10 Guidelines English <p>Australian Curriculum Assessment and Reporting Framework (ACARA) http://www.acara.edu.au/publications.html</p> <ul style="list-style-type: none"> • Shape of the Australian Curriculum: English (May 2009) • Framing Paper Consultation Report: English (May 2009) • Australian Curriculum: English, <i>Language: knowing about the English Language</i>
Pedagogical content knowledge
<p>Queensland Studies Authority (QSA) http://www.qsa.qld.edu.au/learning.html</p> <ul style="list-style-type: none"> • Early Years Curriculum Guidelines • Year 1 Learning Statements • Years 3, 5, 7, 9 Essential Learnings (English) • P—9 Literacy and Numeracy Indicators • Scope and Sequence Grammar (1 — 9) • Scope and Sequence Spelling (1 — 9) • Year 10 Guidelines English <p>Australian Curriculum Assessment and Reporting Framework (ACARA) http://www.acara.edu.au/publications.html</p> <ul style="list-style-type: none"> • Shape of the Australian Curriculum: English (May 2009) • Framing Paper Consultation Report: English (May2009)
Personal literacy skills
<ul style="list-style-type: none"> • Australian Core Skills Framework (DEEWR) – Reading and Writing