



PROFESSIONAL STANDARDS FOR QUEENSLAND TEACHERS (graduate level):

A guide for use with preservice teachers

March 2009

INTRODUCTION

The *Professional Standards for Queensland Teachers* underpin all stages of teachers' professional learning throughout their career and apply at a number of stages of registration. The level of expectation varies according to the particular stage – provisional registration; full registration; and ongoing renewal of registration. For example, the expectations of a graduate are not at the same level as for a teacher moving to full registration following one-two years of teaching.

The standards are a total package of integrated components, not a checklist of competencies to be marked off. The expectation is that all components will be addressed in making holistic decisions about the preparedness of graduates against each standard area.

The following guide to the application of the standards for purposes of approval of preservice teacher education

programs is derived from the *Professional Standards for Queensland Teachers*. The guide is not intended to replicate the standards, and some components are either not included (eg the scope) or have minimal detail (eg the values). It is essential, therefore, that reference also be made to the *Professional Standards for Queensland Teachers*.

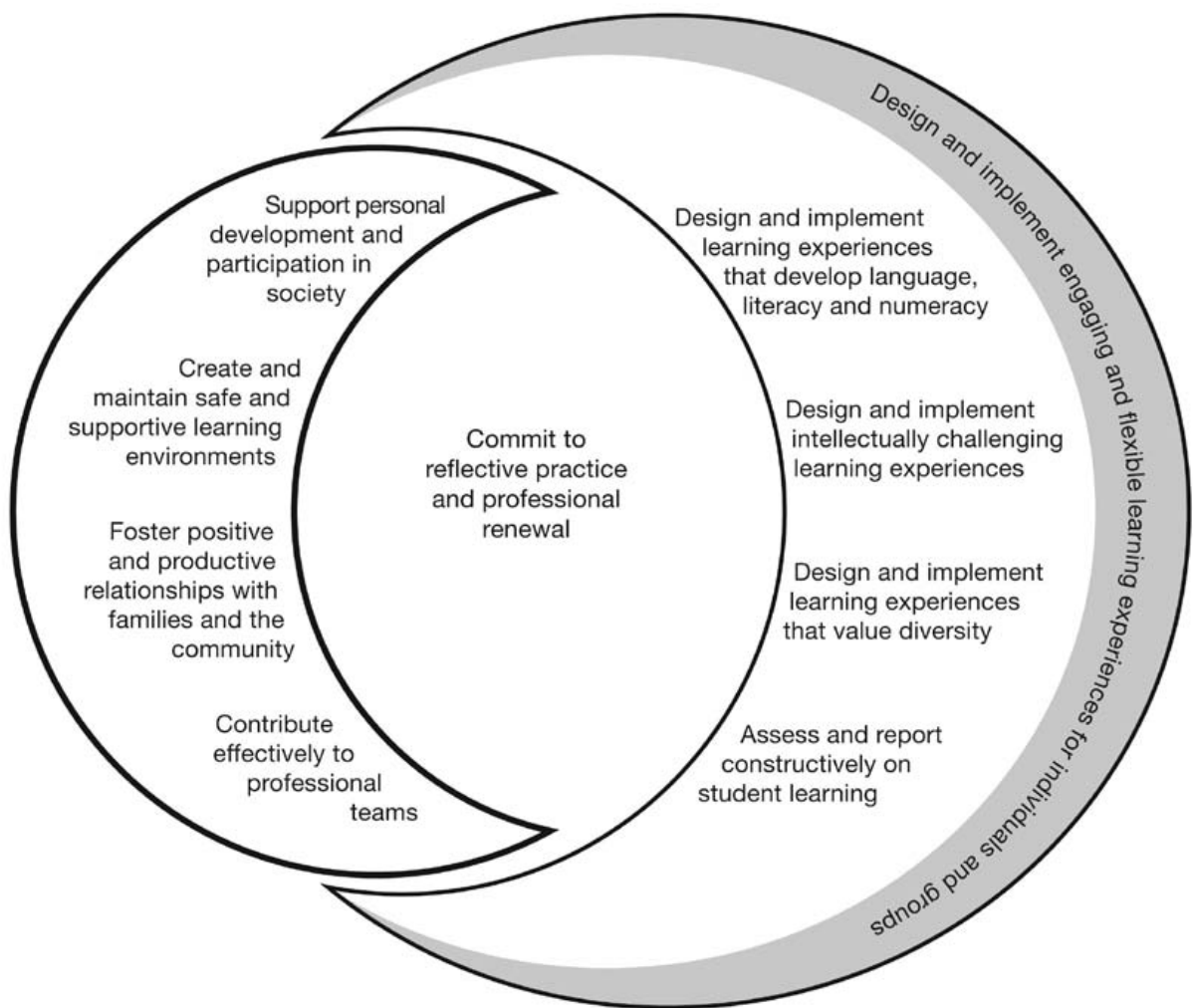
This guide is intended to orient the standards to the level of preservice teacher education, which is reflected in the wording of the stem used for both 'knowledge' and 'practice,' as well as the included components. As well as being the defining framework for the design of preservice teacher education programs, the guide provides an important reference point and powerful resource for teachers undertaking supervision of preservice teachers.



Application of the Standards to Preservice Teacher Education

The following guide is intended to orient the standards towards the level of preservice teacher education and interprets the standards for purposes of provisional registration of graduates. The guide has been derived from the *Professional Standards for Queensland Teachers* document (QCT, 2007) which should be used as the primary reference.

Professional Standards For Queensland Teachers





Application of the Standards for Purposes of Approval of Preservice Teacher Education Programs

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Standard One

Title: Design and implement engaging and flexible learning experiences for individuals and groups

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- establish learning goals and learning plans that reflect relevant curriculum frameworks and policies
- know how to communicate learning goals and plans to students, families, caregivers and other parties
- select and use teaching and learning strategies and resources that meet specified learning goals, curriculum requirements, learning needs, interests and learning styles
- identify and apply learning experiences that incorporate flexible individual and group learning, teaching, assessment and behaviour management strategies
- identify and use teaching, learning and assessment strategies and resources in which ICT is embedded
- know how to gather information from a range of sources to evaluate learning activities and how to use this information to improve teaching, learning and assessment strategies and resources

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- the content, processes and skills of the areas they teach and links across content areas
- the socially, culturally, historically constructed nature of knowledge
- ways of identifying learning goals
- lesson and program planning
- relevant curriculum frameworks and an awareness of school, authority and employer policies and procedures
- how students learn and the implications for practice in the early, middle and senior phases of learning
- ways of gathering and using student information in the design of learning experiences
- ways of identifying, evaluating and selecting teaching, learning and assessment strategies, resources and technology
- effective teaching, learning and assessment strategies and resources where ICT is embedded
- individual learning needs of students including students with particular needs such as disabilities and learning difficulties, and gifted students
- techniques for planning, negotiating, implementing the curriculum and evaluating learning experiences

Values: The development of elements of knowledge and practice through the preservice program should acknowledge the importance of appropriate values and dispositions for teaching, and lead towards development of the values described in the *Professional Standards for Queensland Teachers*.



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Standard Two

Title: Design and implement learning experiences that develop language, literacy and numeracy

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- identify the language, literacy and numeracy demands and opportunities of particular curriculum areas
- gather and use information on students' language, literacy and numeracy skills in planning and implementing learning experiences
- explicitly teach the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes and demonstrate effective speaking, listening, reading, viewing, writing and shaping, and numeracy in a range of contexts
- identify, select and use teaching and learning strategies and resources that build on and support the development of students' language, literacy and numeracy skills
- monitor and evaluate students' language, literacy and numeracy skills and know how to use this information when designing programs, reporting to parents, caregivers, and reviewing strategies and resources
- assess their personal language, literacy and numeracy skills and their capacity to teach language, literacy and numeracy within curriculum and learning phase areas, and, where necessary, improve these aspects of professional practice

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- the pervasive nature of language, literacy and numeracy in learning and everyday situations
- a range of contemporary evidence-informed theories of language, literacy and numeracy development
- an awareness of relevant school, authority and employer policies on language, literacy and numeracy
- the language, literacy and numeracy requirements of curriculum frameworks and techniques for identifying language, literacy and numeracy learning opportunities in school, classroom and community contexts
- authentic literacy and numeracy assessment strategies for gathering information and making judgements about students' language, literacy and numeracy development
- the development of language, literacy and numeracy
- language forms and features and textual structures of spoken, written, visual and multimodal texts
- mathematical applications and problem solving
- the ways that different communication methods and social, cultural and historical contexts influence language choice and literacy and numeracy practices
- a range of teaching strategies and resources for supporting language, literacy and numeracy development across teaching areas and in different contexts
- how ICT supports, enhances, enables and transforms language, literacy and numeracy expectations and development
- how to monitor and evaluate students' language, literacy and numeracy needs (including the needs of English as a Second Language learners) and be aware of appropriate intervention strategies and support services
- the reasons for upgrading personal and teaching skills in language, literacy and numeracy, ways of reviewing these skills and support services available

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Standard Three

Title: Design and implement intellectually challenging learning experiences

Practice

At a minimum graduates of approved preservice teacher education programs, in the context of the relevant curriculum area or learning phase will be able to:

- apply scaffolding techniques to assist students to achieve learning goals and progressively take appropriate responsibility for their own learning
- identify and know how to apply strategies for engaging students in the investigation of intellectually challenging and worthwhile topics, problems and issues
- establish learning environments in which diverse ideas and opinions are valued and students are encouraged to question and exchange ideas
- plan and implement learning experiences in which students actively use ICT to access, organise, research, interpret, analyse, create, communicate and represent knowledge
- identify and implement teaching activities that involve higher-order thinking skills
- identify and know how to apply inquiry methods for students to investigate problems
- provide support and direction to students appropriate to their confidence and familiarity with ideas, concepts and problems being investigated
- identify and apply strategies for encouraging students to critically reflect on and discuss what and how they learn and apply these understandings to new topics, problems and issues

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- central concepts, modes of inquiry and structures of the discipline areas they teach
- the nature of knowledge and how knowledge is created, applied and redeveloped
- techniques such as scaffolding for supporting students
- teaching and learning strategies for promoting higher-order thinking skills, imagination, creativity, intellectual risk taking, reflection and problem solving in the context of the relevant content area, curriculum area or developmental phase
- curriculum frameworks relevant to the content area and learning phase of students
- teaching strategies such as inquiry learning that promote the active construction of personal knowledge
- techniques for providing support and direction to students engaged in individual and small group inquiry
- teaching and learning strategies that incorporate the purposeful use of ICT by teacher and student
- principles of values analysis and clarification

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Standard Four

Title: Design and implement learning experiences that value diversity

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- identify and develop understanding of the diverse backgrounds and characteristics of the students they teach
- plan and implement individual and group learning activities that take account of the backgrounds, characteristics and learning styles of students
- establish learning environments in which individual and group differences are valued and respected and all students are treated equitably
- identify individual learning needs and know how to apply strategies for teaching students with particular learning needs including students with disabilities and learning difficulties, and gifted students
- identify and use strategies that result in high levels of expectations and achievement by all students across all learning areas
- apply ICT to empower students with diverse backgrounds, characteristics and abilities and enable their learning
- identify and know how to apply strategies for working and communicating with parents and caregivers to support individual student learning
- review their personal skills in responding to diversity and identify ways of developing this aspect of professional practice

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- contemporary evidence-informed theories and research on teaching and learning
- factors such as socio-economic circumstances, gender, ethnicity, language, religious beliefs and special needs and their impact on the world view of individuals
- Australian Indigenous culture and history
- school and employing authority policies on diversity
- individual learning needs, including the particular needs of students with disabilities or learning difficulties and gifted students, and support services for such students
- pedagogical approaches that result in high levels of expectation and achievement by Indigenous students
- how to use ICT to increase opportunities for learning and address the individual learning needs of students
- the negative impact of bias, prejudice and discrimination on students, families and communities
- cross-cultural sensitivities and perspectives

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Standard Five

Title: Assess and report constructively on student learning

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- establish learning goals and assessment requirements that meet relevant policies, curriculum frameworks and students' experience and needs
- communicate learning goals and assessment requirements to colleagues, students, families and caregivers
- use a range of sources and ways of gathering evidence for making judgements about student learning
- provide feedback to students on their learning
- identify and know how to apply strategies for supporting students or adjusting assessment procedures so that students have different ways of demonstrating their learning progress and achievements
- implement approaches, including the use of ICT, to effectively monitor, assess and document learning
- apply school reporting arrangements to report on student performance to parents, caregivers and certification authorities
- identify and know how to apply assessment data and information about students in planning and reviewing programs, teaching practices and assessment and reporting strategies
- identify and know how to participate in assessment quality assurance processes such as moderation activities

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- characteristics, uses, advantages and limitations of different assessment techniques
- techniques for identifying and developing assessment criteria and appropriately communicating these to students, colleagues, supervisors, families, caregivers and stakeholders
- principles of valid, fair, flexible and authentic assessment
- school, employer and authority policies and procedures (including scoring and grading systems) for assessment and reporting
- ethical responsibilities of teachers in assessment and reporting
- ways of using assessment data to evaluate student learning and review teaching and assessment practices
- how to use ICT to access, manage and report on student learning
- assessment quality assurance strategies
- different assessment modes, including formative, summative, descriptive and negotiated assessment, their strengths and limitations, and how they potentially favour or hinder different learning styles
- ways of assessing, interpreting, and reporting on student learning that reflect the ongoing and evolving nature of learning

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Standard Six

Title: Support personal development and participation in society

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- identify and use information on students to set learning goals that promote personal development and social participation
- identify and know how to apply strategies for supporting students in developing personal identity, values, a positive self-image, health and well-being, sound relations and empathy with others
- identify and know how to apply approaches to learning that foster enterprising behaviours, active citizenship and lifelong learning and establish linkages between the school and the world of work
- identify and know how to apply strategies for assisting students to set personal work, leisure and study goals
- identify and know how to provide learning experiences that engage students in events beyond the immediate school environment
- identify and know how to establish learning partnerships involving the school, business, industry and community agencies
- identify and know how to provide opportunities for students to purposefully use a range of communication tools and participate through ICT in local, national and global communities
- identify the role and responsibilities of teachers in providing pastoral care for students
- contribute to the co-curricular program of the school through participation in planned activities

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- characteristics and needs of learners in early, middle and senior developmental phases of learning
- strategies for identifying students' learning styles, interests, prior learning and life experiences
- techniques for supporting students in developing personal identity, a positive self-image, health and wellbeing, sound relations and empathy with others
- strategies for engaging young people in discussion of matters related to personal development, post-school options and health, lifestyle and human relations
- how globalisation and the changing nature of work, education and leisure may impact on students' post-school options
- post-school options for young people, including education and training pathways, work, leisure and lifelong learning
- the potential of ICT to connect to the world beyond the school
- learning partnerships involving school, industry, higher education and community agencies
- strategies for promoting active citizenship
- school and employing authority policies related to ethical and professional behaviour, privacy and confidentiality, and the provision of pastoral care

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Standard Seven

Title: Create and maintain safe and supportive learning environments

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- establish respectful, positive and safe learning environments and constructive relationships that support students and foster positive attitudes to learning
- establish clear expectations for student learning and behaviour and provide explicit feedback on appropriate behaviour
- identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety
- identify and apply behaviour management strategies in a fair, sensitive and consistent manner and know when to seek advice on matters associated with student learning and behaviour
- explicitly teach skills to assist students to assume responsibility for themselves and behave responsibly towards others
- effectively use teaching time, materials, resources and physical space to establish a challenging, safe and supportive learning environment
- identify and apply strategies to monitor independent and group work and encourage the participation of all students

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- school employing authority policies and relevant legislation relating to behaviour management and the provision of safe and supportive learning environments
- contemporary, evidence-informed theories and research on child and adolescent development relevant to early, middle and senior phases of learning
- principles and strategies of behaviour management
- communication, time management, conflict resolution and negotiation strategies
- how the classroom environment influences learning and can promote responsible behaviour for all students
- techniques for planning, implementing and monitoring independent and group work strategies and effectively using teaching materials, resources and technology
- learning styles and a range of techniques for ensuring the full and varied participation of all students in learning activities
- sources of advice on student learning, behaviour and well-being

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Standard Eight

Title: Foster positive and productive relationships with families and the community

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- establish respectful, productive and cooperative relationships with families, caregivers and other community members to support student learning and wellbeing
- identify and use a range of channels for effective communication, including the use of ICT, to communicate with families, caregivers and others to promote collaboration and involvement in school programs
- identify and apply strategies for establishing learning environments that acknowledge the concerns, values and priorities of families and caregivers, and their diverse cultures and communities
- incorporate the skills and resources of families, caregivers and other community members in learning activities
- plan and implement learning experiences that are meaningful to students and build on the knowledge and skills developed through family and the community
- identify and apply strategies for promoting the value of education, the school and the profession to families, caregivers and other community members

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- cultural, social and economic characteristics and aspirations of students and their families, caregivers and communities
- the importance and ways of meaningfully involving families and caregivers in education to address student needs
- the roles of schools within communities
- the characteristics of effective school/family interactions and how these contribute to high-quality teaching and learning
- strategies for developing and maintaining partnerships and effectively communicating with families, caregivers and other community members
- strategies for involving families, caregivers and other community members in the design, implementation and review of learning programs
- strategies for involving students in community-based learning activities
- strategies for promoting the goals and achievements of the school to families, caregivers and the wider community
- the importance and ways of collaborating with stakeholders on decision making and the wellbeing of students while respecting the privacy and confidentiality of students, families and caregivers

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Standard Nine

Title: Contribute effectively to professional teams

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- set and meet personal work-related goals and priorities
- participate in professional teams in line with personal skills, professional expertise and scope of responsibility
- work in partnership with other teachers, professionals, paraprofessionals, teacher aides and other relevant adults to plan, implement and assess learning programs for individuals and groups of students
- use ICT to communicate with others for professional purposes
- contribute to the collegiate review of team activities and processes

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- the importance of teamwork in an educational context
- personal goal-setting techniques
- communication, negotiation, time management, conflict resolution and problem-solving techniques
- principles of group dynamics
- qualities of effective team members
- characteristics of high-performing teams
- roles and responsibilities of school-based and other professional teams
- the professional and paraprofessional services available for supporting student learning
- reasons for reviewing team performance

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Standard Ten

Title: Commit to reflective practice and ongoing professional renewal

Practice

At a minimum graduates of approved preservice teacher education programs will be able to:

- reflect critically on personal professional practice
- use professional standards to analyse professional strengths and weaknesses, set personal professional goals, and assess their capacity to meet the professional and ethical requirements of the Queensland College of Teachers
- identify and know how to access professional development opportunities for improving teaching practice and the performance of other aspects of the role of a teacher
- identify and access learning communities and professional networks
- perform teaching and non-teaching duties in a manner that is consistent with employing authority and school policies and procedures and legal and ethical obligations of teachers
- actively participate in mentoring, coaching and other professional learning programs

Knowledge

In order to meet these minimum expectations, graduates of approved preservice teacher education programs will have a sound fundamental knowledge of:

- the changing role of the teacher in contemporary society
- school and employing authority policies on accountability
- the legal, ethical and professional responsibilities of teachers and obligations in regard to child protection
- standards and ethical and accountability requirements established for the profession by the Queensland College of Teachers
- a range of contemporary research on teacher professionalism
- how to access educational research, contribute to learning communities and professional networks, including through the use of ICT, to support professional learning, self-assessment and development
- mentoring and coaching techniques
- learning communities, professional networks and organisations with the capacity to support learning and development activities
- strategies for reflective practice and lifelong learning

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