

## PROFESSIONAL KNOWLEDGE DOMAIN

### ACCOMPLISHED

#### STANDARD 6

**Demonstrate a high level of knowledge of relevant curriculum approaches and areas, children's learning processes and resources, and how to implement programs which enhance children's learning.**

This may be demonstrated by indicators such as:

- A6.1 Teachers reflect on the principles of teaching and learning and the current educational context and how to apply this understanding to program development and implementation.
- A6.2 Teachers have knowledge of the theory of family centred practice.

#### **Practical examples of evidence**

- Examples of curriculum planning with links to educational philosophy and an established curriculum mode, e.g. journal showing working notes/drafts of program planning
- Notes of reflective actions and evidence of subsequent modification of the planning format
- Undertaking role of supervising teacher for trainee early childhood teacher and providing notes to undergraduate teacher regarding learning approaches and areas, and improved practice
- Samples of materials provided to parents or community groups regarding the program curriculum used, e.g. newsletters, committee records, promotional materials

#### STANDARD 7

**Are competent in the knowledge of current learning teaching and assessment theories**

This may be demonstrated by indicators such as:

- A7.1 Teachers can discuss developments in current learning, teaching and assessment theories.
- A7.2 Teachers can articulate to others how current learning, teaching and assessment theory relates to the preschool program and where it is being applied.
- A7.3 Teachers can fully understand the cycle of teaching, learning and assessment processes.

#### **Practical examples of evidence**

- Examples of documentation of children's activities that explicitly identify the theoretical principles underpinning the teacher's approach to teaching and learning
- Examples of information for parents about the theoretical principles underpinning aspects of the teacher's program planning
- Notes of advice about approaches to teaching, learning and assessment provided to trainee early childhood teachers supervised on fieldwork placements
- Statements of philosophy or approaches to planning that draw on identified theoretical perspectives
- Minutes or agendas of meetings noting discussion of current teaching/learning assessment practices

### EXEMPLARY

#### STANDARD 8

**Demonstrate a comprehensive knowledge of exemplary practice in relevant curriculum approaches and areas.**

This may be demonstrated by indicators such as:

- E8.1 Teachers use this knowledge to reflect on the program being taught and how to adapt and refine their practice in light of this reflection.

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### **Practical examples of evidence**

- Presentations to colleagues on curriculum change and/or innovation
  - Record of in-service days that focus on teaching practice and curriculum and the results of discussions and proposals
  - Examples of reflection on teaching practice and notation of the changes resulting from that reflection
  - Examples of advice to a trainee early childhood teacher on exemplary practice
  - Teacher reports on curriculum approaches and practices
  - Information provided to parents, committees or community groups relating to current program and planned changes to program; this could include newsletters and reports
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### **STANDARD 9**

#### **Demonstrate a high level of knowledge of current teaching, learning and assessment theories**

#### **This may be demonstrated by indicators such as:**

E9.1 Teachers can articulate and discuss actual and emerging trends in the theoretical underpinnings of current learning and assessment theories and how this relates to their practice.

### **Practical examples of evidence**

- Reports or case studies of professional inquiries, e.g. action research projects, that link teacher knowledge, current theory and professional practice
- Projects, dissertations or theses related to teaching and learning
- Transcripts of presentations given at conferences, area teacher meetings etc, describing current trends in theories of teaching, learning and assessment, with recommendations for professional practice
- Transcripts of course results in higher degree programs related to teaching, learning, curriculum and/or assessment
- Reports to parents
- Information provided to parents regarding teaching and learning, including new programs and new trends in program design

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## **PROFESSIONAL PRACTICE DOMAIN**

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### **ACCOMPLISHED**

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### **STANDARD 16**

#### **Fully apply their knowledge and demonstrate high-quality teaching skills by successfully employing flexible and adaptive approaches and constructive strategies which allow children to reach their full potential.**

#### **This may be demonstrated by indicators such as:**

- A16.1 Teachers implement a range of teaching strategies which provide opportunities for each child to learn and experience success and which support the child's developing identity as a learner.
- A16.2 Teachers establish a teaching style which challenges and supports all children to do their best by engaging and motivating children and taking positive steps to improve the quality of children's learning.
- A16.3 Teachers provide targeted assistance to children requiring individual support.
- A16.4 Teachers utilise their comprehensive knowledge of family centred practice.
- A16.5 Teachers acknowledge and are responsive to the particular knowledge and experiences of children and families from diverse backgrounds and have an increasing ability to provide an inclusive program.
- A16.6 Teachers utilise their knowledge of the families' priorities.
- A16.7 Teachers engage relevant professionals and others to assist in strengthening the inclusive practices in the program.

### **Practical examples of evidence**

- Article in newsletter describing teaching approaches to families
  - Family information night material
  - Case study notes 'snapshot' of child's learning; this could include references to teaching style, child's engagement and reflection of teaching and learning
  - Work plan of additional assistant
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- Record of interview with families to gain background information and an explanation of how the information gained is reflected in the development of the program
- Description of program-highlight inclusive practices, e.g. special visitors to the program to support positive cultural identities

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## **STANDARD 17**

**Successfully apply assessment and reporting strategies that take account of relationships between teaching, learning and assessment.**

This may be demonstrated by indicators such as:

- A17.1 Teachers can identify where the cycle of teaching, learning and assessment processes have been applied.
- A17.2 Teachers develop an integrated approach to planning which reflects the emergent strengths and interests of children.
- A17.3 Teachers involve children in assessment of, and planning for, their own learning.
- A17.4 Teachers actively communicate with parent(s) in a variety of ways about the learning and developmental progress of their child. This information will highlight the achievement of the child and assist parents in supporting the child's success.

### **Practical examples of evidence**

- Family comment books
- Suggestion box information
- Individual records containing child's input (refer to change in program planning)
- Record of times set aside for family-teacher conference
- Notes of informal conversations with families
- Notes, documents or photos that provide evidence of participation of members of the extended families, e.g. rabbi, grandparents' day etc
- Notes regarding the progress/development of each child (names removed) and how this is reflected in program planning

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## **STANDARD 18**

**Utilise specific assessment tools in a purposeful manner.**

This may be demonstrated by indicators such as:

- A18.1 Teachers use different forms of assessment as a basis for planning for children's learning and development.

### **Practical examples of evidence**

- Documentation of strategies utilised for assessment, e.g. observation of child's interactions, collections of models and art products
- Diary of involvement with families
- Planning showing various tools of assessment and how this is reflected in the program

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## **STANDARD 19**

**Evaluate and reflect upon the teaching and learning process in light of the most recent teaching and learning theories, with a particular emphasis on the use of recent literature and advice from more knowledgeable peers.**

This may be demonstrated by indicators such as:

- A19.1 Teachers consistently seek out new ways to facilitate learning and development.
- A19.2 Teachers use resources and technologies that are appropriate to the learning styles and interests of children and in such a way that supports children's further exploration and learning.

### **Practical examples of evidence**

- Excerpts of daily diaries or work journals
- Documentation of child's progress, e.g. sample from portfolio
- Notes from network meeting with peers
- Range of philosophy statements over time
- Reflective notes from readings of professional journals

- Minutes or notes of involvement in professional development activities, e.g. seminars and conferences
- Notes from peer review of program planning and other curriculum or assessment developments

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## EXEMPLARY

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### STANDARD 20

#### **Demonstrate and model exemplary practice in their teaching and learning skills.**

This may be demonstrated by indicators such as:

- E20.1 Teachers' use of their knowledge is reflected in their curriculum
- E20.2 Teachers implement consistent and highly effective programs plans which evidence sequences of extended learning relevant to children's' individual needs.
- E20.3 Teachers consistently adapt their range of strategies to provide the opportunity for each child to learn and experience success.
- E20.4 Teachers consistently plan and provide for different learning styles and interests.
- E.20.5 Teachers provide programs which are responsive to emerging needs and which are adaptable to unexpected needs.
- E20.6 Teachers apply the knowledge of the particular life experiences and knowledge of children from diverse backgrounds and consistently provide an inclusive program that responds to emerging understandings.
- E20.7 Teachers consistently seek out new ways to facilitate learning and development through access to a range of resources including technology.
- E20.8 Teachers initiate the development of teaching resources.
- E20.9 Teachers demonstrate an understanding of family systems, how these influence a child's development and the learning opportunities that exist within a child's everyday activities and experiences.

#### **Practical examples of evidence**

- Examples of program plans that incorporate teaching and learning strategies to meet the needs of a range of children's learning styles and interests
- Conference programs and meeting notes
- Article in network newsletter about the teacher and a specific program
- Notes on the types of assistance/feedback provided to preservice teachers
- Invitations for other professionals to visit the program and their responses
- Philosophy statement highlighting exemplary practice

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### STANDARD 21

#### **Demonstrate expertise and refined approaches in all aspects of assessment and evaluation practices**

This may be demonstrated by indicators such as

- E21.1 Teachers develop and regularly adapt assessment and evaluation tools.
- E21.2 Teachers have a comprehensive understanding of an integrated approach to planning which recognises the emergent strengths and interests of children.
- E21.3 Teachers involve children in assessment of, and planning for, their own learning.

#### **Practical examples of evidence**

- Conference programs that focus on assessment and evaluation
- Program notes relating to assessment and evaluation
- Statements of Centre organisation and philosophy, and evaluation of goals and objectives
- Collegial references relating to assessment and evaluation practices
- Annotation of children's work explaining the input of the child, e.g. individual child's program, sample of a child's work over a period of time

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## STANDARD 22

### **Demonstrate a wide range of teaching strategies and assessment methods that support children's' learning**

This may be demonstrated by indicators such as:

- E22.1 Teachers use the full range of teaching strategies and approaches to engage children in learning.
- E22.2 Teachers can demonstrate a fully integrated cycle of teaching, learning and assessment which is documented and easily conveyed.

#### **Practical examples of evidence**

- Examples of assessment tools and how they have been utilised
  - Journal of arrangements regarding diverse families, including assessment and resultant actions
  - Examples of documentation illustrating a range of strategies and teaching and learning programs designed to meet the requirements of a diversity of children's needs
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## STANDARD 23

### **Teachers consistently adapt the teaching processes and learning strategies in recognition of recent research findings and action research**

This may be demonstrated by indicators such as:

- E23.1 Teachers continually reflect and adapt their teaching approaches and strategies to support and enhance children's learning.

#### **Practical examples of evidence**

- Journal/program notes demonstrating how new knowledge underpins current practice or has influenced a change of practice
  - Notes of recent reading
  - Professional projects, dissertations or theses related to teaching and learning, submitted to meet higher degree requirements
  - Reports or case studies of professional inquiries, e.g. action research projects, that link teacher knowledge and current theory
  - Transcripts of course results in higher degree programs related to teaching, learning, curriculum and/or assessment
  - Examples of previous curriculum programs annotated to illustrate adaptive approaches to planning over time
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## **PROFESSIONAL ENGAGEMENT AND COMMITMENT DOMAIN**

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### **ACCOMPLISHED**

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## STANDARD 29

### **Demonstrate high-level communication skills and professional behaviour when interacting with parents or guardians, children, colleagues, early childhood professionals and members of the community.**

This may be demonstrated by indicators such as:

- A29.1 Teachers consistently demonstrate high level communication skills when interacting with staff, children, parents and members of the broader preschool community.
  - A29.2 Teachers adapt and select appropriate strategies for communicating effectively with a diverse range of people.
  - A29.3 Teachers establish effective working relationships with other staff members.
  - A29.4 Teachers share their knowledge of current learning, teaching and assessment theories with parents/guardians, colleagues and other staff.
  - A29.5 Teachers share their knowledge of child development with parents/guardians and offer advice to parents/guardians as appropriate.
  - A29.6 Teachers support family members and carers to utilise learning opportunities that exist within the family and child's everyday activities.
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A29.7 Teachers promote to parents/guardians the availability of services and programs in the community that support children and families.

A29.8 Teachers provide support to parents making choices regarding specialist services to enhance their child's development.

**Practical examples of evidence**

- Parent newsletter that illustrates teacher input to content
- Outcomes of initiatives undertaken in the Centre by the teacher
- Photographs illustrating communication and interaction
- Journals recording links with children and parents/guardians, including action taken and/or advice given
- Minutes of meetings with parents, community groups or government agencies illustrating communication networks and activities
- Record of local prep teacher relationships
- Samples of written reports, proposals and other formal correspondence
- Diary entries illustrating different levels and types of parent communication
- Testimonials from other professionals, parents or community members in relation to high level communication skills and professional relationships
- Presentations made to teacher networks, conferences etc

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**STANDARD 30**

**Demonstrate improved teaching and performance skills through critically evaluating professional practices.**

This may be demonstrated by indicators such as:

A30.1 Teachers undertake centre-based and/or external professional development focused on improved teaching and learning strategies.

A30.2 Teachers engage in critical reflection of their own teaching practice and utilise this self-assessment to improve the quality of their teaching and on-going learning.

**Practical examples of evidence**

- Written evaluations of teaching and learning activities in the early childhood setting, including indications of future plans
- Notes or records of professional development activities and the resulting adaptations in professional practice
- Written feedback from colleagues, children, families, and/or allied professionals providing insight into the teacher's professional practice
- Notes of reading programs undertaken individually or shared within teaching peer-support networks
- Excerpts from reflective journals, email list-serve networking groups, weblogs or other tools providing records of reflection on action

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**STANDARD 31**

**Provide high-level professional assistance to other staff.**

This may be demonstrated by indicators such as:

A31.1 Teachers provide high level support to other staff to enable improvements in the quality of teaching and learning through collegial interaction, sharing of knowledge of current theories, mentoring and/or other appropriate action.

A31.2 Teachers work effectively with colleagues, other professionals, parents/guardians and members of the broader community to provide effective learning for children.

**Practical examples of evidence**

- Journals recording links with colleagues and actions to improve the quality of teaching and learning
- Professional development plans for the teacher and colleagues showing the relationships between teachers and their associated plans and goals
- Evidence of resource or information provision shared through staff arrangements
- Documentation in relation to teacher evaluations

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## STANDARD 32

**Demonstrate a productive contribution to the preschool program and seeks to establish and maintain links to other service providers and relevant community groups.**

This may be demonstrated by indicators such as:

- A32.1 Teachers promote the values of early childhood programs.
- A32.2 Teachers encourage and promote parental and community involvement in the preschool and work cooperatively with colleagues, parents and children to develop a supportive and inclusive preschool environment.
- A32.3 Teachers participate in and contribute to relevant networks and community groups in order to enhance the learning and wellbeing of both children and families.
- A32.4 Teachers are responsive to emerging educational needs and priorities at the preschool level.

### **Practical examples of evidence**

- Minutes of participation in educational network meetings
- Minutes or examples of contact with schools for transition planning and service improvements
- Demonstrated contact with health professionals or relevant support agencies
- Demonstrated use of multicultural contacts and information
- Record of utilisation of parent involvement within the Early Childhood Centre program

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## EXEMPLARY

## STANDARD 33

**Demonstrate a strong commitment to ongoing professional learning.**

This may be demonstrated by indicators such as:

- E33.1 Teachers take responsibility for own on-going professional development, including the development of a structured program of sustainable professional development, and demonstrating outcomes, which improve their teaching and learning.

### **Practical examples of evidence**

- Minutes of meetings of professional learning networks recording the contribution to the teacher's professional learning
- Posters, flyers, email newsletters or other evidence of attendance at professional learning activities
- Examples of input of professional development in altering programs
- Transcripts of completed higher qualifications

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## STANDARD 34

**Teachers provide educational leadership both within the centre/service and more broadly within the community – including the school community.**

This may be demonstrated by indicators such as:

- E34.1 Teachers display a high level of communication skills and modeling behaviour, which leads to positive and constructive team work.
- E34.2 Teachers develop, maintain and strengthen effective teams where this is possible within the organisational structure.
- E34.3 Teachers articulate educational philosophy and beliefs, goals of learning programs and teaching practices to the preschool community.
- E34.4 Teachers share knowledge, provide expert advice and support to other teachers to enable improvement in the quality of teaching and learning through collegial interaction, mentoring, consultation and/or other action where this is possible within the organisational structure.
- E34.5 Teachers support other staff and colleagues in utilising a range of contemporary teaching, assessment and reporting methods to improve learning outcomes for children.
- E34.6 Teachers provide educational leadership in addressing complex issues.
- E34.7 Teachers make a significant contribution to the development, implementation and evaluation of programs and policy, and respond to initiatives that enhance children's learning.

E34.8 Teachers promote and strengthen relevant links with networks and other service providers and relevant community groups.

**Practical examples of evidence**

- Letters, newspapers, etc illustrating the teacher's educational leadership
- Minutes of meetings, presentations or information nights indicating the teacher's leadership and involvement
- Local advisory group notes and teacher input
- Professional association involvement
- Contributions to review panel submissions and results
- Professional contributions to meetings, journals and publications
- Listed on project acknowledgement paper in relation to specific contributions
- Case study submission
- Student placement submission
- Record of participation in a reference group or local advisory group illustrating specific roles and activities
- Record of sessional teaching at tertiary levels and specific teaching outlines



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