

**TEACHER INTERIM STANDARDS - Graduate Level.** (For information only. For validation teachers apply for Accomplished or Exemplary level.) DO NOT USE THESE GRADUATE STANDARDS IN APPLYING FOR VALIDATION.

**PROFESSIONAL KNOWLEDGE DOMAIN**

**GRADUATE**

**STANDARD 1**

**Knowledge of child development theory and research**

This may be demonstrated by indicators such as:

G1.1 Teachers know and understand the theories and expected milestones across different areas of children's development including cognitive, emotional, motor, social and language and how these inform their work.

G1.2 Teachers recognise when children's development is atypical.

G1.3 Teachers know and understand the impact of culture, family, genetic inheritance, birth order and life experience on development and how to apply this understanding to program planning, implementation and evaluation.

G1.4 Teachers know and understand the influence on children's behaviour and draw on this knowledge when addressing challenging, unpredictable or unusual behaviour.

**STANDARD 2**

**Know the children they teach**

This may be demonstrated by indicators such as:

G2.1 Teachers know and understand the learning strengths and interests of the children they teach and are aware of the factors that influence their learning.

G2.2 Teachers develop an understanding and respect for the children they teach as individuals, and are sensitive to their needs and understand the role of reciprocal relationships in their development.

G2.3 Teachers know the importance of working with and communicating regularly with children's families to support their learning.

**STANDARD 3**

**Know and understand the diversity of Australian society**

This may be demonstrated by indicators such as:

G3.1 Teachers are aware of the social, cultural, and religious backgrounds of the children they teach, and treat children equitably.

#### **STANDARD 4**

**A sound knowledge of curriculum approaches, how children learn and how to teach them effectively.**

This may be demonstrated by indicators such as:

G4.1 Teachers draw on the body of knowledge about early childhood education pedagogy and on contemporary research into teaching and learning to support their practice.

G4.2 Teachers know how to engage children in active learning.

G4.3 Teachers know how learning environments and program design and methodologies, use of materials, resources and technologies, and the structure of activities impact on and support learning.

#### **STANDARD 5**

**Have a sound knowledge of current learning, teaching and assessment theories**

This may be demonstrated by indicators such as:

G5.1 Teachers utilise current curriculum theory to underpin the teaching program.

G5.2 Teachers understand and implement the cycle of teaching, learning and assessment processes.

### **PROFESSIONAL PRACTICE DOMAIN**

#### **GRADUATE**

#### **STANDARD 10**

**Plan for effective learning which is based on children's strengths and interests**

This may be demonstrated by indicators such as:

G10.1 Teachers use their knowledge of child development theory, the children and their pedagogy to plan appropriate clear and achievable learning goals for the children they teach individually and collectively.

G10.2 Teachers plan for all the children using a range of teaching and learning activities, environment, resources, materials and technologies to provide meaningful learning opportunities that are appropriate to the learning styles and interests of the children.

G10.3 Teachers support individual children with additional needs by identifying and engaging additional resources, advice and support.

G10.4 Teachers include concepts of diversity in the program, promote an inclusive environment and seek advice and support from appropriate sources.

G10.5 Teachers are sensitive to the expectations of the community in which they teach.

## **STANDARD 11**

### **Teachers monitor, assess and record children's' learning and development to provide the basis for ongoing planning and reporting to parents**

This may be demonstrated by indicators such as:

G11.1 Teachers monitor children's engagement in learning and maintain records of their learning progress.

G11.2 Teachers, as learning occurs, provide feedback to children which is authentic, meaningful, specific and affirming.

G11.3 Teachers provide feedback to parents/guardians about the developing knowledge and skills of children in ways which are meaningful and encourages the parents'/guardians' involvement in their child's learning.

G11.4 Teachers select assessment strategies to evaluate children's learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning required.

G11.5 Teachers develop an understanding of an integrated approach to planning which reflects the emergent strengths and interests of children.

G11.6 Teachers have developing knowledge of different forms of assessment and their use in planning for children's learning and development.

G11.7 Teachers gather assessment information that is a valid indicator of children's interests, strengths and achievements.

## **STANDARD 12**

### **Evaluate and reflect on teaching and learning with a view to improvement**

This may be demonstrated by indicators such as:

G12.1 Teachers reflect on own teaching approaches and strategies and adapt these to support and enhance children's' learning.

## **STANDARD 13**

### **Use a range of teaching practices and resources to engage children in effective learning.**

This may be demonstrated by indicators such as:

G13.1 Teachers provide and manage opportunities for children to explore ideas and develop knowledge and skills, through discussion and appropriate learning experiences.

G13.2 Teachers facilitate opportunities for children to be active participants in the learning process and to demonstrate enthusiasm and enjoyment in learning.

## **STANDARD 14**

### **Create and maintain safe and challenging learning environments.**

This may be demonstrated by indicators such as:

G14.1 Teachers provide a learning environment that engages and challenges the children they teach and encourages them to take responsibility for their own learning.

G14.2 Teachers use and manage materials, resources and physical space to create a stimulating and safe environment for learning.

G14.3 Teachers establish and maintain clear expectations for children as learners and utilise a positive approach when establishing limits for appropriate behaviour.

G14.4 Teachers are consistent when implementing behaviour guidance strategies and seek professional support when necessary.

G14.5 Teachers establish and maintain an environment which recognises children's varying abilities.

### **STANDARD 15**

#### **Support children to take an increasing role in their own learning**

This may be demonstrated by indicators such as:

G15.1 Teachers develop the ability to involve children in assessment of, and planning for, their own learning.

G15.2 Teachers create a positive environment where children have the confidence to accept challenges with their learning.

## **PROFESSIONAL ENGAGEMENT & COMMITMENT DOMAIN**

### **GRADUATE**

#### **STANDARD 24**

#### **Establish positive relationships with parents, colleagues and members of the community and respect their individuality.**

This may be demonstrated by indicators such as:

G24.1 Teachers demonstrate respect for the right of parents, colleagues to have their own beliefs and values.

#### **STANDARD 25**

#### **Demonstrate skills for effective communication.**

This may be demonstrated by indicators such as:

G25.1 Teachers use a range of communication strategies.

G25.2 Teachers can adapt and select appropriate strategies for communicating effectively with a diverse range of people.

G25.3 Teachers maintain confidentiality, respect and trust.

G25.4 Teachers recognize, encourage and value the input of parents/guardians and families to the preschool.

#### **STANDARD 26**

**Reflect on, evaluate and improve their professional knowledge and practice through engagement as an ongoing learner.**

This may be demonstrated by indicators such as:

G26.1 Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.

G26.2 Teachers share knowledge and work collaboratively with colleagues and other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.

G26.3 Teachers share knowledge of effective teaching and learning practices and provide guidance in order to support other staff in providing a positive learning environment for children.

G26.4 Teachers identify their own professional learning needs and plan for and engage in professional development activities.

G26.5 Teachers seek support from colleagues when appropriate.

G26.6 Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.

#### **STANDARD 27**

**Are active members of their profession.**

This may be demonstrated by indicators such as:

G27.1 Teachers contribute to the development of preschool communities that support the learning and wellbeing of both children and fellow teachers.

#### **STANDARD 28**

**Teachers promote learning and advocate the value of education and the profession of teaching in the wider community.**

This may be demonstrated by indicators such as:

G28.1 Teachers understand and fulfill their legal responsibilities and share responsibility for the integrity of their profession.