Template 3: Graduate Teacher Standards Matrix

**Purpose of the template**

This template requires providers to map the evidence within their application against each of the Graduate Teacher Standards as required by Program Standard 1.1. Evidence for this standard may also be related to Program Standards, 1.3, 2.1b and 5.4.

This template is designed to assist:

* initial teacher education providers to identify evidence of how the program will ensure that graduates meet the Graduate Teacher Standards
* initial teacher education providers to ensure that programs address all Graduate Teacher Standard descriptors (descriptors)
* accreditation panels to identify where in the program each descriptor is taught, practised (opportunities within a program for pre-service teachers to embed their learning following the introduction of a topic) and assessed
* accreditation panels to make professional judgements as to whether the evidence provided gives confidence that all graduates will meet each descriptor.

**Completion and use of the template**

The completed template must be included for all program applications for accreditation. It is primarily designed to meet the requirements of stage one accreditation. Further information will be provided for stage two accreditation.

The template is to be used by both initial teacher education providers and accreditation panels in conjunction with the *Guidelines for accreditation of initial teacher education programs in Australia*.

Actual evidence and/or information from within the program documentation should not be copied and pasted into this template. Completion of the template must include cross-referencing to the relevant evidence in the application for accreditation.

The template should be completed electronically so that the cells can be expanded as required. Reference the location of the information in your evidence documents, including appendix number, title and page numbers. Electronic submissions must include hyperlinks to documentation.

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| Evidence required to support completion of the template1. Unit outlines – learning outcomes, subject content, nature of assessment tasks.
2. Critical tasks – assessment information for tasks identified by the initial teacher education provider as core to the demonstration of a descriptor. Mandatory evidence includes:
	1. Descriptions of the task – e.g. as provided to students, example examination questions, etc.
	2. Criteria used for making judgements – e.g. criteria sheets, rubrics, etc.

**Note:** The submission of assessment information for critical tasks will provide accreditation panels with the evidence required to confidently assess whether a program’s pre-service teachers will have adequate and appropriate opportunities to meet each descriptor (see elements requiring professional judgement below). Critical tasks will be selected pieces of assessment covering both academic and professional experience contexts that a provider sees as being critical to ensuring their pre-service teachers have met the Graduate Teacher Standards. Assessment information as described in 2 a) and b) above is only required for the tasks that providers identify as being critical to pre-service teachers demonstrating a descriptor/s and providers should note that: * one critical task may capture multiple descriptors
* a second critical task for a descriptor may be included where one task does not meet all of the components of the descriptor.

Limiting assessment information to only these critical tasks is therefore intended to reduce the amount of evidence providers need to include within their application.  |

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| Elements requiring professional judgementThe following are questions about which the panel needs to make professional judgements to be satisfied that each descriptor is met.1. Are all components of the descriptor covered? This may require individualised details for each component.
2. Is there adequate development of the descriptor across the program? Is it appropriate for the nature of the descriptor?
3. Is the intent of the descriptor met by the assigned assessment task(s), with an emphasis on the critical task? Consider the verb/process in the descriptor (e.g. demonstrate knowledge and understanding, demonstrate a range of verbal and non-verbal communication strategies, etc.).
4. Is the critical task clear, logical and appropriate for the descriptor? Is there alignment between the critical task description, criteria used for making judgements and the descriptor?
5. Is the context of the assessment task appropriate? (e.g. course work or part of professional experience)
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**Template for completion**

For **program approach to the Standard**, provide:

* an explanation of how the Graduate Teacher Standard Descriptor is taught, practised and assessed across the program
* a connection to Program Standard 2.1b.

For the **taught, practised and assessed** columns:

* provide cross-references including appendix and page numbers to unit outlines where each descriptor is evidenced. Electronic submissions must include hyperlinks to documentation.
* list relevant learning outcomes, subject content and nature of assessment tasks
* identify at least one critical task for each Graduate Teacher Standard descriptor. One critical task may be used across multiple descriptors.

See worked sample for an example of how to complete the template.

**Standard 1 – Know students and how they learn**

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| **Program approach to the Standard** |
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| Graduate Teacher Standard descriptor | Taught | Practised | Assessed |
| 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. |  |  |  |
| 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. |  |  |  |
| 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. |  |  |  |
| 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. |  |  |  |
| 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. |  |  |  |
| 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. |  |  |  |

**Standard 2 – Know the content and how to teach it**

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| **Program approach to the Standard** |
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| Graduate Teacher Standard descriptor | Taught | Practised | Assessed |
| 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. |  |  |  |
| 2.2 Organise content into an effective learning and teaching sequence. |  |  |  |
| 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. |  |  |  |
| 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |  |  |  |
| 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. |  |  |  |
| 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |  |  |  |

**Standard 3 – Plan for and implement effective teaching and learning**

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| **Program approach to the Standard** |
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| Graduate Teacher Standard descriptor | Taught | Practised | Assessed |
| 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. |  |  |  |
| 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. |  |  |  |
| 3.3 Include a range of teaching strategies. |  |  |  |
| 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. |  |  |  |
| 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. |  |  |  |
| 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. |  |  |  |
| 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. |  |  |  |

**Standard 4 – Create and maintain supportive and safe learning environments**

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| **Program approach to the Standard** |
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| Graduate Teacher Standard descriptor | Taught | Practised | Assessed |
| 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. |  |  |  |
| 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. |  |  |  |
| 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. |  |  |  |
| 4.4 Describe strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements. |  |  |  |
| 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. |  |  |  |

**Standard 5 – Assess, provide feedback and report on student learning**

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| **Program approach to the Standard** |
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| Graduate Teacher Standard descriptor | Taught | Practised | Assessed |
| 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. |  |  |  |
| 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. |  |  |  |
| 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. |  |  |  |
| 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. |  |  |  |
| 5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. |  |  |  |

**Standard 6 – Engage in professional learning**

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| **Program approach to the Standard** |

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| Graduate Teacher Standard descriptor | Taught | Practised | Assessed |
| 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. |  |  |  |
| 6.2 Understand the relevant and appropriate sources of professional learning for teachers. |  |  |  |
| 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. |  |  |  |
| 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. |  |  |  |

**Standard 7 – Engage professionally with colleagues, parents/carers and the community**

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| **Program approach to the Standard** |
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| Graduate Teacher Standard descriptor | Taught | Practised | Assessed |
| 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |  |  |  |
| 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. |  |  |  |
| 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. |  |  |  |
| 7.4 Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. |  |  |  |

**Worked sample**

Standard 5 – Assess, provide feedback and report on student learning

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| Program approach to the Standard |
| Pre-service teachers are introduced to the professional practices of assessment and reporting through a dedicated unit in the second year of the course. As shown on the course map (p. 22, *Course Documentation*), this happens after the first professional experience unit so that pre-service teachers have some contextual understandings of classrooms and teaching prior to engaging in this introductory unit. The content of this unit systematically covers each of the focus areas; theoretical underpinnings of assessment strategies, feedback, validity and reliability of judgements, interpretation of student data, and reporting (see PES210, p.26, *Unit Outlines*). This is then reflected in the assessment tasks for this unit which have been identified as critical tasks in the demonstration of understandings of this standard. The learning from this introductory unit is then developed through the application of assessment and reporting practices across curriculum and pedagogy units. The curriculum and pedagogy units for each learning area for primary schools covers assessment strategies specific to the learning area (GTS 5.1). Each curriculum and pedagogy unit then focuses on one other focus area. The key units covering focus areas 5.2 to 5.5 include:* English: ECP201 Curriculum and Assessment for English (emphasises GTS 5.2) (p. 62, *Unit Outlines*)
* Science and Technology: SCP301 Curriculum, Pedagogy and Assessment for Science (emphasises GTS 5.3) (p. 78, *Unit Outlines*)
* Mathematics: MCP201 Curriculum and Assessment for Mathematics (emphasises GTS 5.4) (p. 74, *Unit Outlines*)
* HASS: HCP301 Curriculum, Pedagogy and Assessment for Humanities and Social Science (emphasises GTS 5.5) (p. 66, *Unit Outlines*)

Other curriculum units covering assessment include:* HPE: SCP302 Curriculum, Pedagogy and Assessment for HPE (p. 82, *Unit Outlines*)
* The Arts: HCP302 Curriculum, Pedagogy and Assessment for the Arts (p. 70, *Unit Outlines*)

The culminating assessment of this standard is then integrated with professional experience through the application of the *Teacher Performance Assessment* (see Appendix 15, p.86, *Course Documentation*) in the final supervised professional experience block (see PEP402, p.167, *Unit Outlines*). |
| Graduate Teacher Standard descriptor | Taught | Practised | Assessed |
| 5.1 Assess Student Learning*Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.*  | *PES210 Assessment and Reporting in the Primary School* (p.26)LO: 1Task: 1 Assessment Task AnalysisTask: 3 Assessment Portfolio  | In each curriculum unit (listed above) see: LO: 5Task: 2 Application of Assessment Practices to the Learning Areas  | *Critical Task 1:*PES210: Task 3 (p. 15, *Critical Tasks*)*Critical Task 2:*Teacher Performance Assessment: Assessing Student Learning (Appendix 15, p.86, *Course Documentation*) |
| 5.2 Provide feedback to students on their learning*Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.* | *PES210 Assessment and Reporting in the Primary School* (p.26)LO: 2 Task: 2 Mock Assessment: Marking, Feedback and Moderation | *ECP201 Curriculum and Assessment for English* (p. 62)LO: 6Task: 2; includes preparation of feedback on examples of student work | *Critical Task 1:*PES210: Task 2 (p. 12, *Critical Tasks*)*Critical Task 2:*Teacher Performance Assessment: Assessing Student Learning (Appendix 15, p.86, *Course Documentation*) |
| 5.3 Make consistent and comparable judgements*Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.*  | *PES210 Assessment and Reporting in the Primary School* (p.26)LO: 1, 2Task: 2 Mock Assessment: Marking, Feedback and ModerationTask: 3 Assessment Portfolio | *SCP301 Curriculum, Pedagogy and Assessment for Science* (p. 78)LO: 6Task: 2; includes moderation of misconceptions as evidenced in student work | *Critical Task:*PES210: Task 2 (p. 12, *Critical Tasks*) |
| 5.4 Interpret student data*Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.* | *PES210 Assessment and Reporting in the Primary School* (p.26)LO: 4Task: 2 Mock Assessment: Marking, Feedback and Moderation | *MCP201 Curriculum and Assessment for Mathematics* (p. 74)LO: 6Task: 2; includes diagnostic testing, planning and implementation of work plan for a case study student | *Critical Task 1:*PES210: Task 2 (p. 12, *Critical Tasks*)*Critical Task 2:*Teacher Performance Assessment: Assessing Student Learning (Appendix 15, p.86, *Course Documentation*) |
| 5.5 Report on student achievement*Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.*  | *PES210 Assessment and Reporting in the Primary School* (p.26)LO: 5Task: 3 Assessment Portfolio | HCP301 Curriculum, Pedagogy and Assessment for Humanities and Social Science (p. 66)LO: 6Task: 2; includes assessment and reporting materials for communicating with students and parents/carers | *Critical Task:*PES210: Task 3 (p. 15, *Critical Tasks*) |