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|  | TEMPLATE 3 |
|  | **Graduate Teacher Standards Matrix** |

## Purpose of the template

The *Graduate Teacher Standards Matrix* (Template 3) requires providers to map the evidence within the application against each of the Graduate Teacher Standards as required by Program Standard

1.1. Evidence for this Program Standard may also be related to Program Standards, 1.3, 2.1 and 5.4.

**The *Graduate Teacher Standards Matrix* is designed to assist initial teacher education (ITE) providers to:**

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|  | identify evidence of how the program will ensure that graduates meet the Graduate Teacher Standards |
|  | identify evidence of how the program will ensure that all components of a descriptor are taught, practised and assessed. |

**The *Graduate Teacher Standards Matrix* is designed to assist accreditation panels to:**

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|  | identify where in the program all components of a descriptor are taught, practised and assessed |
|  | make professional judgements as to whether the evidence provided gives confidence that all graduates will meet all components of a descriptor. |

## Completion and use of the template

The completed *Graduate Teacher Standards Matrix* (Template 3) must be included for all program applications for accreditation. The template is to be used by both ITE providers and accreditation panels in conjunction with the *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines).

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| **Stage one accreditation** | **Stage two accreditation** |
| The *Graduate Teacher Standards Matrix* (Template 3) is used by the provider to map the evidence within the application against each of the Graduate Teacher Standards as required by Program Standard 1.1. Panellists assess the Graduate Teacher Standards using the elements requiring verification and professional judgement for Program Standard 1.1. | The *Graduate Teacher Standards Matrix* (Template 3) is used by the provider to map the evidence within the application against each of the Graduate Teacher Standards, only where the evidence has changed. Panellists assess the Graduate Teacher Standards using the elements requiring verification and professional judgement for Program Standard 1.1. |

Completion of the *Graduate Teacher Standards Matrix* (Template 3) requires reference to the relevant evidence provided in the application for accreditation, and it is advised that:

* the template should be completed electronically so that the cells can be expanded as required
* reference to relevant evidence should include the exact location of the evidence in the program documentation, including appendix number, title and page number(s)
* actual evidence and/or information from within the program documentation should not be copied and pasted into this template
* any electronic submissions should include hyperlinks to the evidence throughout the program documentation.

## Evidence required to support completion of the template

1. Unit outlines – learning outcomes, subject content, teaching and learning schedule or weekly timetable, details of assessment tasks.

**While all units are to be listed in the Graduate Teacher Standards Map, it is not intended that Template 3 is an exhaustive list of every unit in the program. Provide the best evidence in Template 3 for each of the Graduate Teacher Standards.**

1. Critical tasks – assessment tasks identified by the provider as core to the demonstration of a descriptor or component of a descriptor. They are drawn from the unit outlines and include:
   1. Description of the task – for example, as provided to students, example examination questions
   2. Criteria used for making judgements – for example, marking criteria guides, rubrics.

The submission of assessment information for critical tasks will provide accreditation panels with the evidence required to assess whether a program’s pre-service teachers will have adequate and appropriate opportunities to meet each descriptor.

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|  | **See ‘Elements requiring professional judgement’, p. 92.** |

### Critical tasks

Critical tasks will be selected pieces of assessment covering both academic and professional experience contexts that a provider sees as being core to ensuring their pre-service teachers have met the Graduate Teacher Standards.

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

Please note the following on critical tasks:

* One critical task may capture multiple descriptors.
* A second critical task for a descriptor may be included where one task does not meet all the components of the descriptor.

## Elements requiring professional judgement

The following are the elements requiring professional judgement from Program Standard 1.1. These elements guide the panel in the assessment of the evidence provided in the *Graduate Teacher Standards Matrix* (Template 3) to assess whether each descriptor is met.

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|  | **Elements requiring professional judgement** | For each Graduate Teacher Standard:   * Taught Does the evidence provide the opportunity to acquire skills, concepts, and content for all components of the descriptor? * Practised Does the evidence provide opportunities for pre-service teachers to consolidate their learning of all components of the descriptor after it has been taught? * Assessed Do the critical task(s) assess each component of the descriptor? Consider the verb/process in the descriptor: for example, demonstrate, know and understand, implement, plan, describe. * Does the context of the critical task allow for the assessment of the descriptor at the Graduate Teacher level? * Does the sequencing of the descriptor across the program (i.e. across taught, practised and assessed) allow pre-service teachers to successfully demonstrate performance against all of the Graduate Teacher Standards prior to graduation? |

# Graduate Teacher Standards Matrix

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

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|  | an explanation of how all components of the Graduate Teacher Standard descriptor are taught, practised and assessed across the program |
|  | a connection to Program Standard 2.1 (program rationale). |

**For the taught, practised and assessed columns, provide reference to relevant evidence with:**

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|  | the unit name and numbers clearly listed for each outline |
|  | the exact location of the information in the program documentation, including appendix and page number(s) to unit outlines where the components of a descriptor are evidenced |
|  | hyperlinks to the evidence in the program documentation for any electronic submissions. |

**Evidence required for each of the columns:**

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|  | **Taught** – List relevant learning outcomes, subject content and reference to teaching and learning schedule or weekly timetable. |
|  | **Practised** – List relevant subject content, reference to teaching and learning schedule or weekly timetable and nature of tasks. |
|  | **Assessed** – Identify at least one critical task for each descriptor, or component of a descriptor.  **One critical task may be used across multiple descriptors.** |

**Program approach to the** **Graduate Teacher Standard**

**Know students and how they learn**

**1**

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| **Graduate Teacher Standard** | **Taught**  *Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.* | **Practised**  *Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.* | **Assessed**  *Provide the best evidence including critical tasks with reference to unit code, unit title and page number.* |
| 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. |  |  |  |

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| 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. |  |  |  |

**Program approach to the Graduate Teacher Standard**

**Know the content and how to teach it**

**2**

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| **Graduate Teacher Standard** | **Taught**  *Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.* | **Practised**  *Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.* | **Assessed**  *Provide the best evidence including critical tasks with reference to unit code, unit title and page number.* |
| 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. |  |  |  |

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| 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |  |  |  |

**Program approach to the Graduate Teacher Standard**

**Plan for and implement effective teaching and learning**

**3**

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| **Graduate Teacher Standard** | **Taught**  *Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.* | **Practised**  *Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.* | **Assessed**  *Provide the best evidence including critical tasks with reference to unit code, unit title and page number.* |
| 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. |  |  |  |

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| 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. |  |  |  |

**Program approach to the Graduate Teacher Standard**

**Create and maintain supportive and safe learning environments**

**4**

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| **Graduate Teacher Standard** | **Taught**  *Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.* | **Practised**  *Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.* | **Assessed**  *Provide the best evidence including critical tasks with reference to unit code, unit title and page number.* |
| 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. |  |  |  |

**Program approach to the Graduate Teacher Standard**

**Assess, provide feedback and report on student learning**

**5**

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| **Graduate Teacher Standard** | **Taught**  *Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.* | **Practised**  *Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.* | **Assessed**  *Provide the best evidence including critical tasks with reference to unit code, unit title and page number.* |
| 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. |  |  |  |

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| 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. |  |  |  |

**Program approach to the Graduate Teacher Standard**

**Engage in professional learning**

**6**

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| **Graduate Teacher Standard** | **Taught**  *Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.* | **Practised**  *Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.* | **Assessed**  *Provide the best evidence including critical tasks with reference to unit code, unit title and page number.* |
| 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. |  |  |  |

**Program approach to the Graduate Teacher Standard**

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

**7**

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| **Graduate Teacher Standard** | **Taught**  *Provide the best evidence including the activity or learning as listed in teaching and learning schedule or weekly lecture/tutorial topic/content with reference to unit code, unit title and page number.* | **Practised**  *Provide the best evidence including the activity/task as listed in teaching and learning schedule or weekly lecture/tutorial topic/content or assessment task with reference to unit code, unit title and page number.* | **Assessed**  *Provide the best evidence including critical tasks with reference to unit code, unit title and page number.* |
| 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. |  |  |  |