

PROFESSIONAL KNOWLEDGE

Professional Standard 1: Students - Know students and how they learn

What do your students already know? What can they do well? What areas need development?



What can you do in the classroom to demonstrate that you are achieving the standard?

- Learning about other teaching approaches with colleagues
- Organise group work and using a range of class and group structures to facilitate different student levels and abilities
- Using technology tasks as homework
- Pre-test to assess what students know
- Meeting with prior teacher to exchange portfolio and information about student
- Use the language passport to monitor student progress
- Incorporate the student in deciding class activities – their family and social activities
- Give students the opportunity to reflect on personal achievement and learning
- Transition meetings
- Students contribute to negotiating the curriculum
- Assist students with managing their learning goals as mentioned in the passports
- Assist students in completing the reflection aspect in the passports
- Inform students about the scope & sequence of learning activities for the unit
- Inform students about the weekly learning intention for the lesson
- Use learning theories Multiple intelligences/ De Bono/Blooms Taxonomy
- Use the *Bringing Language to Life* VSL publication
- Use a variety of resources to ensure that macro skills (listening/writing/reading/speaking) are developing and assessed
- Assess prior learning – use a combination of these and other activities (questioning students, pre-testing, using data from previous semester reports & assessments, talking to teachers who have previously taught your students, classroom observation of students' engagement & learning)
- Tools such as K/W/L, Mind maps, De Bono's Thinking Hats

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

The teacher builds positive relationships through knowing and valuing each student

- Targeting questions, or responding to answers, in a way that acknowledges individual needs and potential contributions
- Finding out about the interests and background of each student
- Focusing attention, when circulating, on students who have particular needs
- Encouraging all students to contribute
- Responding positively and non-judgmentally to student contributions
- Talking to students to determine the root causes of misbehavior and responding appropriately
- Establishing a tradition in class whereby students talk about instances of new ideas connected to their lives and communities
- Providing support for students through mentoring and pastoral roles and organisation of extra activities, such that relationships are built around multiple aspects of students' lives.

Teaching strategies are flexible and responsive to the values, needs and interests of individual students

This acknowledges that the classroom should be an interesting place and suited to a wide range of dispositions. Learning may involve a negotiation between prior views and knowledge and public knowledge found in the curriculum.

- Regularly using popular media such as magazines and television, or popular fiction to introduce or challenge ideas
- Using students' personal interests (sports, hobbies) and social/ethical concerns as the context of topics, or to link with social relevance of the learning and issues
- Using classroom strategies that acknowledge gender, personal and religious differences
- Encouraging students to respect the rights of others to hold differing views
- Valuing and building on the perspectives and experiences students bring to the classroom
- Creating an environment of encouragement for students to contribute personal stories to class discussion
- Providing a stimulating classroom environment that generates active interest in topics.

The teacher utilises a range of teaching strategies that support different ways of thinking and learning

This refers to different ways students might approach learning, their different abilities and strengths, or their different perspectives on themselves as learners. It also refers to the variety of ways ideas are represented and the need to approach and demonstrate learning using different media and representational modes. This implies the use of diverse approaches to allow students to experience diverse ways of learning and knowing, and targeted support for individuals, based on teacher monitoring.

- Varying the structure and delivery mode across a range of teaching sessions
- Providing for a range of learning styles or modalities within teaching sessions and from one teaching session to another in terms of both teacher input and student learning experiences
- Helping students to understand their own specific learning needs and providing choice to cater for the range of those needs
- Setting a variety of types of tasks during each unit and using a range of resources eg. print, visual, aural, experiential.
- Providing variations in tasks to allow student choice on mode of presentation or type of approach (e.g. using Bloom's taxonomy, Gardner's multiple intelligences and other higher order thinking tools to ensure variety)
- Ensuring each task has an open ended aspect that allows students to work at different levels and paces
- Arranging for time in each teaching session to give individual support to students in need of particular attention
- Providing opportunities to use a range of multimodal communications as they are used in the community

The teacher builds on students' prior experiences, knowledge and skills

This emphasises the need to explore and monitor, and build on students' prior learning. This exploration is important for students also, to support their own understandings of their learning.

- Actively seeking to establish students' knowledge, beliefs and skills as part of planning
- Utilising students' particular strengths and experience in supporting learning
- Building on students' prior learning, that may have taken place outside the school bounds
- Explicitly linking new ideas with the language and perspectives students' bring to the classroom.

The teacher uses strategies that challenge and support students to question and reflect

This involves the development of learning tasks designed to encourage and support students to move beyond their current understandings and think more deeply about ideas and practice. Teacher questions are open-ended and designed to promote depth and breadth of knowledge and understanding. Teachers emphasise engagement with ideas and practice through exploration.

- Introducing ideas by using interesting and challenging activities
- Using short, group-based challenging activities to raise questions
- Challenging students to reflect on their response to tasks
- Asking open questions calling for interpretive responses
- Posing questions and hypothetical situations to move students beyond superficial approaches
- Asking students to represent their understandings in a variety of ways

PROFESSIONAL KNOWLEDGE

Professional Standard 2: Curriculum - Know the content and how to teach it

The teaching content and student learning outcomes for the program of learning

Drawing on the content of your program of learning and prior knowledge of your students establish the content for your class and how this relates to broader curriculum expectations

Establish the learning outcomes –ensuring they are achievable for all students but also challenge and develop their knowledge



What can you do in the classroom to demonstrate that you are achieving the standard?

- Read Study design & Victorian Curriculum F-10 documents/standards and other DET strategies – POLT
- Keep up to date with language teaching methodology – possible evidence completed course
- Incorporate ICT elements in my teaching programs
- Sequence lesson plans/program summaries across year levels
- Utilising library and multimedia resources
- Cater for mixed abilities
- Language Perfect – subscribe class to language perfect

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

Teaching sequences promote sustained learning that builds over time & emphasises connections between ideas

This involves running with ideas for sufficient time to examine and use them in depth. This applies to the way key ideas are built across a learning sequence, but might also mean having sufficient time in teaching sessions to properly examine ideas. Links are made across subject areas to demonstrate relevance and connectedness with what is being taught and how key ideas can apply to a range of situations.

- Allowing time for discussions to arise naturally and be followed in class to encourage the resolution of questions
- Extending consideration of key ideas over a number of teaching sessions, rather than starting with a new idea or context each teaching session
- Revisiting previous teaching sessions so that ideas explicitly build across a unit
- Recognising that skills, understandings, processes or practices currently being taught have relevance for other subject areas and drawing students' attention to such relevance
- Identifying a series of generic skills and processes (such as problem solving, creative thinking skills, metacognition, etc.) that can become areas of focus across the curriculum
- Relating current learning to work done in previous teaching sessions
- Fostering connections to life outside school
- Allowing activities to continue, where possible, while students are productively engaged

PROFESSIONAL PRACTICE

Professional Standard 3: Student Engagement: Plan for and implement effective teaching and learning

Developing learning resources, teaching practices and activities In planning consider:-

- The sequence and structure of the program to facilitate learning for all students
- The resources you will use to teach the content (including ICT where relevant) and how they will engage your students
- The teaching strategies you will use to develop knowledge, skills, problem solving and critical thinking
- How will you use verbal and non-verbal communication strategies to support understanding and engagement with learning?
- How and when will you provide feedback to your students on the progress of their learning in relation to learning outcomes?
- How will you engage parents/carers with the learning of your students?



What can you do in the classroom to demonstrate that you are achieving the standard?

- ICT – Language Perfect
- Use iPad/iPod/Smart Technology in the classroom
- Power points
- Inquiry based learning
- Student Action Teams
- Group/individual work
- Using the four macro skills
- Differentiated Learning
- Learning theories - De Bono/Bloom's
- Community involvement
- Participation in competitions – Dante Aligheri/Alliance Francais

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

Teaching strategies promote students' self-confidence and willingness to take risks with their learning

This is primarily about students being supported to feel confident to contribute ideas without fear of being 'put down'. It includes the notion of students moving 'outside the square' with their thinking and learning; not settling for the 'ordinary' but trying out new ideas and practices. This may involve teacher modelling and negotiation.

- Providing appropriate support structures for open inquiry projects and investigations
- Encouraging students to follow interesting and open lines of inquiry
- Modelling acceptance and valuing of unusual ideas
- Using explicit assessment criteria that encourage students to try out new ideas.

The teacher capitalises on students' experience of a technology rich world

Students come to classrooms with a variety of experiences of and expertise in contemporary technologies. This encourages the exploration with students of their interest and expertise and the meaning they assign to technological communication, design and representation. It is about enlisting students' capabilities and interests associated with contemporary technologies.

- Incorporating contemporary technologies into learning sequences in ways that are meaningful for students
- Planning to acknowledge a diversity of student technological expertise and to take advantage of particular student expertise to support learning
- Talking about the purpose of texts, how they work and how meaning is organised, drawing examples from a variety of contemporary media and texts (websites, newspapers, TV commercials, films, magazines, lyrics, journals, video clips, online games and chat)

The teacher promotes substantive discussion of ideas

This involves the teacher providing opportunities for students to talk together, discuss, argue and express opinions and alternative points of view. 'Substantive' refers to a focus on significant ideas, practices or issues, that are meaningful to students, and that occur over a sufficient period of time to be effectively explored.

- Providing stimulus materials that challenge students' ideas and encourage discussion, speculation and ongoing exploration
- Encouraging students to raise questions or speculate or make suggestions
- Asking a high proportion of open ended questions
- Encouraging students to challenge, support or amplify others' contributions

The teacher emphasises the quality of learning with high expectations of achievement

Teachers need to clearly signal an expectation that students will achieve at a high level and put in effort to produce quality work. This also involves teachers expressing and demonstrating confidence that students are capable of significant achievement. There is structured support to help students learn effectively so that this expectation does not occur in a vacuum.

- Using language that implies an expectation and a confidence that students will work effectively and achieve at a high level
- Praising efforts towards the production of quality work, and its achievement
- Providing support for students having difficulty on the basis that their work needs to improve to meet expectations
- Signalling clearly the standard to be achieved
- Not accepting work that is just 'good enough' and encouraging students to produce work at the standard they are capable of.

The teacher uses strategies to develop investigating and problem solving skills

This refers to higher order thinking skills that may be described in various ways, but encompass such things as interpretation, analysis, and application. It also refers to the development of knowledge of ways of reasoning with evidence, particular to the discipline area. These skills and knowledge are needed to successfully solve problems.

- Using higher order thinking tools when planning activities to allow for multiple entry points and to develop higher order thinking skills such as synthesis, evaluation etc.
- Providing students with questions or challenges as the impetus for learning and encouraging and supporting students to construct their own responses to such questions
- Explicitly supporting students to develop the language and other representational tools (such as graphs, diagrams, reporting templates) needed to conduct investigations.
- Clarifying the purpose and context of investigations and problems
- Setting learning challenges that require students to analyse, evaluate and create and that allow for student risk taking, decision-making and time-management
- Providing support and scaffolding for investigative or problem solving tasks through checklists,

proforma, planning frameworks, teacher-student conferences, self-and peer assessment processes, etc.

The teacher uses technologies in ways that reflect professional and community practices

New technology challenges and changes the way we behave and learn in our contemporary society. Learners need to develop a mastery of contemporary skills and techniques and their application through new media and new technologies. When used in ways that reflect their contemporary use, learning technologies can provide powerful stimulus for students to operate autonomously and develop expertise. Learners use a range of learning technologies to create new knowledge and understandings.

- Developing students' capabilities with generic software such as spread sheets, design tools and communication technologies
- Using learning technologies to support quality learning behaviours such as exploration, or collaboration
- Using ICT to increase student choice and flexibility with respect to their learning
- Having students collect information by electronic means such as data probes, digital cameras, video recording, digital displays
- Having students use the internet for information searching and to communicate with special interest groups
- Encouraging students to present results and publish reports using a range of software

PROFESSIONAL PRACTICE

Professional Standard 4: Student Well-being - Create & maintain supportive and safe learning environments



What can you do in the classroom to demonstrate that you are achieving the standard?

- Know your students (medical conditions), establish a rapport and ensure you are operating a safe challenging environment
- Clear and consistent rules/expectations about what is expected from students/teachers
- Safe circle
- Restorative Practice
- Collaborative learning

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

The teacher promotes a culture of value and respect for individuals and their communities

This is about creating an environment where students' comments are acknowledged, their different opinions are respected, cultural and other differences are accepted, and where students feel safe and valued.

- Accepting the opinions and values on which students' comments are based, and embracing differences rather than insisting that students conform
- Ensuring that all contributions to class or group discussion are listened to and accorded respect
- Establishing a climate where difference of perspective is welcomed and learnt from
- Establishing agreed rules of behaviour to provide a safe and productive environment

Each student experiences success through structured support, the valuing of effort, and recognition of their work

This involves teachers supporting students to achieve success as they move through the learning process. It is about recognising that all students have different abilities and acknowledging and valuing the effort each student puts into improving their work.

- Determining students' differing abilities and providing support when it is needed
- Acknowledging students' progress and scaffolding learning to maximise success
- Recognising and celebrating the achievements of all students
- Assessing student work against prior achievements rather than against other students' work
- Providing students with realistic but challenging goals and recognising the effort they put towards achieving these goals
- Acknowledging effort as well as ability, both publicly and in personal feedback

The teacher encourages and supports students to take responsibility for their learning

This involves structuring learning experiences and providing support and scaffolding to enable students to make choices and take responsibility for their learning. It also involves a focus on students understanding themselves as learners and is facilitated by clear, transparent, criteria-based and often, collaborative, assessment processes.

- Providing opportunities for students to make individual and collaborative decisions about how they will undertake learning tasks
- Encouraging students to set goals for their learning, to self-monitor their progress and, provide evidence to the teacher when they believe they have achieved their goals
- Establishing (perhaps in consultation with students) clear criteria or rubrics for assessment before "a piece of work" is begun
- Establishing what students know already and providing the opportunity for students to build on prior knowledge in manageable steps.

The teacher uses strategies that build skills required for productive collaboration

This involves students collaborating on meaningful tasks and responses to questions. While the teacher uses strategies (such as cooperative learning strategies and strategic selection of groups) to establish an atmosphere of cooperation and collaboration, the focus is on the meaningful learning. Students actively participate in the negotiation of roles, responsibilities and outcomes. Such collaboration may also involve a whole class focus on related projects, such as an environmental project or community survey.

- Arranging their classroom in such a way as to maximise engagement and interaction through collaborative discussion (eg. group tables)
- Regularly setting group tasks and establishing ground rules about how the groups will operate
- Explicitly teaching students to work as a team by assigning different roles within groups to make students responsible for particular aspects of tasks
- Assigning tasks that require the sharing of expertise and ensuring that student contributions are valued by other students.

PROFESSIONAL PRACTICE

Professional Standard 5: Assessment - Assess, provide feedback and report on student learning

Developing assessment activities and practices

To be able to reflect on the effectiveness of your practice you need to be able to assess the learning of your students

Assessing the learning of your students

- Assess student work samples against the learning outcomes this could include work that your students produced that shows the level of learning at the beginning/during and at the end. The VSL student passport is a great place to show the students development throughout the semester
- It is good to show a different learning activities and includes more than one method of assessment

Your assessment of learning should include both formative and summative assessment strategies and activities.

Formative Assessment: (for learning and as learning)

- Often classroom based
- Allows you to monitor the progress of your students as they engage in the content of the lesson
- Provides the basis for feedback that assists students to develop their learning to teach them the learning outcome.
Strategies to achieve this:
 - Student observation and questioning
 - Specific activities such as multiple choice tests, problem solving to determine understanding
- Your feedback on their understanding may be verbal or written
- Enables you to evaluate the effectiveness of your lesson

Summative Assessment (of learning)

- Usually related to a finished product or a culmination of learning to reach all identifies learning outcomes
- It is where you make a judgement about achievement of the learning outcomes based on the work a student produces
- Often conveyed to students through a formal reporting process



What can you do in the classroom to demonstrate that you are achieving the standard?

- Student Passports (F-2, 3-6, 7-10)
- Rubrics
- Class observations
- Oral/written tests/assessment tasks
- VCE Interim report – Term 1
- Informing day school re international students attendance

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

Assessment practices reflect the full range of learning program objectives

This involves teachers designing assessment tasks that require students to demonstrate knowledge and skills at many levels including lower order processes such as basic comprehension and higher order processes such as synthesis and evaluation. It involves the assessment of a variety of forms of knowledge and practice such as reasoning skills, values and orientations.

- Using a variety of methods to assess student understandings at various points in a unit, including open ended questioning, checklists, project work, problems, practical reports, role plays
- Assessing a range of types of understanding and practice, including knowledge of processes, conceptual ideas, the way the learning is used and practiced and different aspects of practice such as fluency, accuracy and capacity to innovate
- Ensuring assessment incorporates a range of levels of thinking (comprehension, analysis)
- Monitoring student perceptions and attitudes as well as knowledge and skills
- Using a variety of reporting modes for assessment, including project reports using posters, multimedia, or student presentations, end of unit tests, reports of investigations and responses to set problems.

The teacher ensures that students receive frequent constructive feedback that supports further learning

Appropriate feedback has been found to be critically important in improving student outcomes. Feedback by its nature should be aimed at supporting the learning process, should be ongoing and timely, and provide advice on ways forward for students. Feedback can be provided by other students, or through community engagement.

- Providing feedback on tasks that challenges students to review, reflect on, and refine their understandings at various points in a learning sequence
- Giving timely feedback, acknowledging areas well handled and suggesting areas for improvement
- Structuring feedback to support further learning
- Organising for feedback from a variety of audiences.

The teacher makes assessment criteria explicit

This involves the encouraging the development of shared understanding of the assessment tasks.

- Providing an explicit list of learning outcomes at the outset of a unit of work
- Providing the criteria for assessing each outcome prior to students undertaking each assessment task
- Leading discussions with students in which the criteria appropriate for different levels of performance on tasks are generated and clarified
- Providing feedback to students concerning their performance in relation to explicit criteria.

Assessment practices encourage reflection and self-assessment

This involves the active involvement of students in the assessment process.

- Providing assessment instruments for self and peer monitoring
- Discussing the learning process explicitly with students
- Providing tools that make explicit for students their understandings
- Providing opportunities to review prior ideas and compare them with current understandings.

The teacher uses evidence from assessment to inform planning and teaching

This requires the use of formative assessment to provide information for the teacher to adjust tasks and strategies to ensure that the teaching and learning program is responsive to student learning needs and builds on prior knowledge and skills. Teaching sequences and teaching strategies need to be sufficiently flexible to respond to information coming from both informal and formal assessment.

- Using a variety of methods to assess student understandings, at various points in a unit, including open ended questioning, checklists, project work, problems, practical reports, role plays
- Strategically monitoring student understandings by circulating during practical or project work and discussing this with individuals
- Probing student understandings and perspectives early in a learning sequence to help plan subsequent teaching sessions
- Reviewing understandings from previous teaching sessions before proceeding with work
- Monitoring constantly and strategically to determine how best to respond to the class.
- A Language teacher, while marking students' work, discovers that most students haven't quite grasped the use of a particular sentence structure. He revises the teaching plan to incorporate more activities that would help to reinforce the structure.

PROFESSIONAL ENGAGEMENT (THE TEACHER)

Professional Standard 6: Personal Evaluation and Reflection - Engage in professional learning

What can you do in the classroom to demonstrate that you are achieving the standard?

- Discussing what you do in the classroom with colleagues – faculty/year level/centre based
- Evaluating the effectiveness of your practice
- Understanding the learning your students achieved during the unit/semester assists you to evaluate the effectiveness of your teaching practice
- Did your students achieve the expected learning outcomes and how has their level of learning increased? What will you do next to continue to support the learning of your students?
- If there was little impact on student learning, what has that told you about your practice and what might you try next?
- What aspects of your own learning will you apply to other teaching situations in the future? How will you continue to develop your knowledge and practice?



What can you do to demonstrate that you are achieving the standard?

- Participation in language inter faculty meeting
- Participation in network meetings
- Festivals (community)
- Network community leaders
- Attending Professional Development Activities
- Professional Feedback-formal/informal

Engage in professional learning

- Identify and plan professional learning needs
- Engage in professional learning and improving practice
- Engage with colleagues and improve practice
- Apply professional learning and improve student learning

Evidence – Teacher:

- Uses advice from colleagues to identify and plan for professional learning needs
- Participates in learning to update knowledge and practice targeted to professional needs and school priorities
- Contributes to faculty discussion and applies feedback from colleagues to improve knowledge and practice
- Undertakes professional learning programs designed to address identified student needs

PROFESSIONAL ENGAGEMENT (THE TEACHER)

Professional Standard 7: Community involvement - Engage professionally with colleagues, parents/carers and the community

What can you do in the classroom to demonstrate that you are achieving the standard?

- Engage professionally with colleagues, parent/carers and the community
- Meet professional and ethical responsibilities – duty of care, staff contract, Ministerial Order for teachers, VIT professional standards
- Comply with legislative, administrative and organizational requirements Engage with parents and carers
- Engage with professional/teachers networks and communities
- Meet code of ethics & conduct as required by DET, VIT and VSL
- Understand implication of and comply with administration, organisation, professional requirements, policies and processes



What can you do to demonstrate that you are achieving the standard?

- Seeking parent feedback and involvement (Survey)
- Organising End of Year celebrations and performances – inviting the community
- Celebrating top scorers and achievement
- Involvement of students in language and cultural competitions
- Excursions

LINKING IT TO PRINCIPLES of LEARNING & TEACHING

The teacher plans for students to interact with local and broader communities

This emphasises the importance of the connectedness of schools to the community and society more generally. 'Communities' would include the parent community of the school and the school community in general, local communities, which might provide speakers or be the target of community environmental or aesthetic projects, through to national, international and interest based communities accessed through the internet, guest speakers and other forums.

- Linking the classroom with the community by arranging incursions or excursions to a variety of venues, including studies of the local environment, surveys in the local community and local industry visits.
- Basing sequences of work around local or global community projects, such as environmental maintenance or studies of local industries or social groups
- Using parents with special expertise to provide input or support in a topic
- Arranging links and collaboration with other schools and classrooms or professional institutions, through the internet