



THE UNIVERSITY OF  
**WESTERN  
AUSTRALIA**

# Welcome to the Graduate School of Education

## *Pre-Service Teacher Course Information Booklet 2019*

Master of Teaching – Secondary code: 32250 and 31520



**Compulsory Teacher Education Induction:**

**Friday 22 February**

**Semester 1, 2019 classes commence Monday 25 February**

Please see website for more information:

<http://www.education.uwa.edu.au/students>

Latest update 05/02/2019

**Graduate School of Education - Academic Calendar 2019 - Secondary & Grad Dip Sch Psych**

Semester 1 commences Monday 25 February 2019							Semester 2 (A4E) commences Monday 22 July 2019						
Dates 2019							Grad Dip in Ed (Teach out mode) & Grad Dip in School Psychology	Master of Teaching Secondary Year 1	Master of Teaching Secondary Year 2	Master of Teaching Secondary Accelerated Year 1	Master of Teaching Secondary Accelerated Year 2	Govt School Term	
		M	T	W	T	F							
1	JAN		1	2	3	4	Uni reopens 3 January	Uni reopens 3 January	Uni reopens 3 January	Uni reopens 3 January	Uni reopens 3 January		
2		7	8	9	10	11	January Teaching	January Teaching	January Teaching	January Teaching	January Teaching		
3		14	15	16	17	18	January Teaching	January Teaching	January Teaching	January Teaching	January Teaching		
4		21	22	23	24	25	January Teaching	January Teaching	January Teaching	January Teaching	January Teaching		
5	FEB	28	29	30	31	1	January Teaching (Aust Day-Mon)	January Teaching (Aust Day-Mon)	January Teaching (Aust Day-Mon)	January Teaching (Aust Day-Mon)	January Teaching (Aust Day-Mon)		
6		4	5	6	7	8						1	
7		11	12	13	14	15						2	
8		18	19	20	21	22	Orientation	Orientation		Orientation		3	
9	MAR	25	26	27	28	1	Lectures	Lectures	Lectures	Lectures	Lectures	4	
10		4	5	6	7	8	Lectures	Lectures	Lectures	Lectures	Lectures	5	
11		11	12	13	14	15	Lectures	Lectures	Lectures	Lectures	Lectures	6	
12		18	19	20	21	22	Lectures	Lectures	Lectures	Lectures	Lectures	7	
13		25	26	27	28	29	Lectures	Lectures	Lectures	Lectures	Lectures	8	
14	APR	1	2	3	4	5	Lectures	Lectures	Lectures	Lectures	Interventions EDUC5515	9	
15		8	9	10	11	12	Lectures	Lectures	Lectures	Lectures	Interventions EDUC5515	10	
16		15	16	17	18	19	Vacation (Good Friday)	Vacation (Good Friday)	Vacation (Good Friday)	Vacation (Good Friday)	Vacation (Good Friday)	Vacation	
17		22	23	24	25	26	Vacation (Easter Mon & Anzac Day -Thurs)	Vacation (Easter Mon & Anzac Day -Thurs)	Vacation (Easter Mon & Anzac Day -Thurs)	Vacation (Easter Mon & Anzac Day -Thurs)	Vacation (Easter Mon & Anzac Day -Thurs)	Vacation	
18	MAY	29	30	1	2	3	Lectures	Lectures	Lectures	Lectures	Lectures	1	
19		6	7	8	9	10	Lectures	Lectures	Lectures	Lectures	Lectures	2	
20		13	14	15	16	17	Lectures	Lectures	Lectures	Lectures	Lectures	3	
21		20	21	22	23	24	No Lectures, Prac day Wed 22 May	No Lectures, Prac day Wed 22 May	No Lectures, Prac day Wed 22 May	No Lectures, Prac day Wed 22 May	Lectures	4	
22		27	28	29	30	31	Professional Practice	Professional Practice	Professional Practice	Professional Practice	Lectures	5	
23	JUN	3	4	5	6	7	Professional Practice	Professional Practice	Professional Practice	Professional Practice	NON-CONTACT	6	
24		10	11	12	13	14	Professional Practice	Professional Practice	Professional Practice	Professional Practice	NON-CONTACT	7	
25		17	18	19	20	21	Professional Practice	Professional Practice	Professional Practice	Professional Practice	NON-CONTACT	8	
26		24	25	26	27	28	Professional Practice	Post Practice Briefing	Professional Practice	Professional Practice	NON-CONTACT	9	
27	JUL	1	2	3	4	5	Professional Practice	NON-CONTACT	Professional Practice	Professional Practice	NON-CONTACT	10	
28		8	9	10	11	12	Vacation	Vacation	Vacation	Vacation	Vacation	Vacation	
29		15	16	17	18	19	Vacation	Vacation	Vacation	Vacation	Vacation	Vacation	
30		22	23	24	25	26	Lectures	Lectures	Lectures	Lectures		1	
31	AUG	29	30	31	1	2	Lectures	Lectures	Lectures	Lectures		2	
32		5	6	7	8	9	Lectures	Lectures	Lectures	Lectures		3	
33		12	13	14	15	16	Lectures	Lectures	Lectures	Lectures		4	
34		19	20	21	22	23	Professional Practice	Professional Practice	Lectures	Professional Practice		5	
35		26	27	28	29	30	Professional Practice	Professional Practice	Interventions EDUC5515	Professional Practice		6	
36	SEP	2	3	4	5	6	Professional Practice	Professional Practice	Interventions EDUC5515	Professional Practice		7	
37		9	10	11	12	13	Professional Practice	NON-CONTACT	Lectures	Professional Practice		8	
38		16	17	18	19	20	Professional Practice	NON-CONTACT	Lectures	Professional Practice		9	
39		23	24	25	26	27	Professional Practice	NON-CONTACT	Lectures	Professional Practice		10	
40	OCT	30	1	2	3	4	Vacation	Vacation	Vacation	Vacation		Vacation	
41		7	8	9	10	11	Vacation	Vacation	Vacation	Vacation		Vacation	
42		14	15	16	17	18	Lectures	Lectures	Lectures	Lectures		1	
43		21	22	23	24	25	Lectures	Lectures	Lectures /FORUM/exams	Lectures		2	
44	NOV	28	29	30	31	1	Lectures	Lectures	Lectures	Lectures		3	
45		4	5	6	7	8	Lectures	Lectures	Lectures	Lectures		4	
46		11	12	13	14	15	Lectures	Lectures	Lectures	Lectures		5	
47		18	19	20	21	22						6	
48		25	26	27	28	29						7	
49	DEC	2	3	4	5	6						8	
50		9	10	11	12	13						9	
51		16	17	18	19	20						10	
52		23	24	25	26	27						Vacation	

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## MASTER OF TEACHING COURSE VISION

The Graduate School of Education at The University of Western Australia equips Master of Teaching graduates with skills, understandings and professional competencies to practice as inspiring, flexible and ethical educators who support all students to reach their full potential. Graduates have the skills and dispositions to build and sustain relationships with students and educational stakeholders, the resilience to meet the challenges of dynamic educational contexts, and the capacity to engage in classroom research to continuously improve their educational impact.

## MASTER OF TEACHING COURSE OVERVIEW AND RATIONALE

Master of Teaching (MTeach) pre-service teachers learn about contemporary research and pedagogies, theoretical perspectives and policy to maximise their positive impact on student learning and wellbeing, and on the teaching profession as a whole. Through a process of critical reflection<sup>i</sup>, they build their professional identity<sup>ii</sup> and learn to integrate research and theory into their practice to ensure optimal student learning. A developmental e-portfolio<sup>iii</sup> is an integral part of the course, supporting pre-service teachers' ability to monitor and regulate their learning with emphasis on building personal resilience and agency within their professional practice. They are regarded as professionals throughout their degree.

Through a rigorous course of study that is closely integrated with professional practice, pre-service teachers at the GSE gain a sophisticated understanding of the social, emotional and cognitive development of students, as well as in-depth knowledge about pedagogy, curriculum and assessment. Pre-service teachers successfully engage in carefully sequenced professional practice that progresses in complexity throughout the course of the degree.

Pre-service teachers are challenged to create and use a wide range of resources, including digital technologies, to design motivational and relevant learning programmes for students with diverse needs and in varying contexts. They use student assessment data and critically reflective practice<sup>iv</sup> to evaluate the effectiveness of these programmes and modify them where required, and to create inclusive and safe learning environments<sup>v</sup>. They are educated to respect and value the diverse perspectives of parents and other stakeholders and to deeply appreciate the unique qualities<sup>vi</sup> of all students. Through a range of professional activities, they are taught to appreciate that teachers require certain personal qualities<sup>vii</sup>, which must be cultivated.

The MTeach is designed to give pre-service teachers opportunities to engage in a range of active learning<sup>viii</sup> experiences in authentic settings, supported by highly qualified staff and innovative partnerships with schools, early childhood and care centres and other relevant stakeholders. Teaching staff model exemplary teaching practices that include explicit teaching, guided practice, problem-based learning, inquiry learning, play-based learning and learning outside of the classroom.

Teaching staff integrate their own research into the MTeach, bringing current and contextually relevant insights into the course and, ultimately, into the profession, thereby promoting the role of research in quality education. A core aim of the MTeach is for graduates to become teacher-researchers<sup>ix</sup>, motivated and able to enquire into their practice and analyse their professional impact. A classroom-based action research project ensures that MTeach students at the GSE are proficient at designing and implementing ethical classroom-based research to help them design, evaluate and modify targeted teaching programmes and practices.

The MTeach is subject to continuous review for improvement, informed by feedback from pre-service teachers, graduates, schools and other stakeholders, as well as regular unit and course reviews and engagement with the latest research. Partnerships with schools are integral to this process of continuous improvement, as GSE staff conduct research with schools and practising teachers and keep up to date with policy and trends in education.

To meet and exceed professional expectations, MTeach students at the GSE engage in rigorous study, professional practice in various settings, and respectful interactions with peers, GSE staff and other stakeholders. They are provided with the diverse and challenging experiences necessary to assist them in becoming resilient, capable of building and sustaining productive relationships, and proficient in classroom-based research.

<sup>i</sup> Benade, L. (2015). Teachers' critical reflective practice in the context of twenty-first century learning. *Open Review of Educational Research*, 2(1), 42-54.

Brooker, R., & O'Donoghue, T. A. (1993). Promoting reflection during practice teaching in an Australian University: Clarifying the rhetoric and the reality. *Australian Journal of Teacher Education*, 18(1).

<sup>ii</sup> Walkington, J. (2005). Becoming a teacher: Encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education*, 33(1), 53-64.

<sup>iii</sup> Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing e-portfolios to pre-service teachers as tools for reflection and growth: lessons learnt. *Asia-Pacific Journal of Teacher Education*, 42(1), 36-50.

<sup>iv</sup> Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice*, 13(2), 311-325.

<sup>v</sup> Molbaek, M. (2018). Inclusive teaching strategies – dimensions and agendas. *International Journal of Inclusive Education*, 22(10), 1048-1061.

<sup>vi</sup> Lim, C.-I., Maxwell, K. L., Able-Boone, H., & Zimmer, C. R. (2009). Cultural and linguistic diversity in early childhood teacher preparation: The impact of contextual characteristics on coursework and practica. *Early Childhood Research Quarterly*, 24(1), 64-76.

<sup>vii</sup> Hare, W. (1993). What makes a good teacher? London, Ont: Althorse Press.

<sup>viii</sup> Niemi, H., Nevgi, A., & Aksit, F. (2016). Active learning promoting student teachers' professional competences in Finland and Turkey. *European Journal of Teacher Education*, 39(4), 471-490.

<sup>ix</sup> Tatto, M. T. (2015). The role of research in the policy and practice of quality teacher education: an international review. *Oxford Review of Education*, 41(2), 171-201.

## PRE-SERVICE TEACHER EDUCATION COURSE OUTCOMES

Pre-service teacher education courses at the Graduate School of Education (GSE) integrate theory and practice through a process of critical reflection. The Master of Teaching units weave these strands together throughout the courses by combining professional practice (school experience) with other school-based observations and tasks, supported by workshops, seminars, ICT-based activities and readings. Through their course, pre-service teachers will gain a contextualised understanding of the social, emotional and cognitive development of children as well as knowledge about pedagogy and content through a course of study that is closely integrated with professional practice.

Pre-service teacher education comprises four major elements – practice, reflection, theory, and school-based observation. Through interrogating and experiencing these elements, pre-service teachers should be able to make links between them and develop a sense of practical professionalism in teaching.

Critical reflection is a process through which theory, research and action are integrated. Pre-service teachers will learn to recognise and define problems, theorise, make plans for action on the basis of that theorising, act, and then reflect on the whole process. Critical reflection is a process that brings a sense of authenticity to pre-service education, providing graduating teachers with the skills and knowledge to successfully meet the challenges of a variety of contexts and cultures. The process of critical reflection is a response to the complexity of a teacher's role. Teaching is not simply a process of following a set of recipes but requires teachers to act and reflect, and on the basis of that reflection, act again. This process of action-reflection-action is constantly repeated throughout every teaching day.

Rather than operating solely through the traditional lecture/seminar model, pre-service education at the GSE provides opportunities for learning through a process of action-reflection. Pre-service teachers are presented with many opportunities to develop teaching ideas, knowledge, skills and competencies that are underpinned by a strong theoretical base, coupled with classroom observation, practice, and reflection. Reflection is not a solitary activity – it is often carried out collaboratively with mentor teachers, lecturers and peers.

During workshops, pre-service teachers at the GSE participate in the sharing of observations and experiences in teaching. This helps them develop and refine the process of critical reflection with reference to a wide range of issues and practices. A personal learning e-portfolio is an integral part of this course, and is a means through which pre-service teachers reflect and monitor their own learning. This working e-portfolio is, in the final semester, converted into a showcase e-portfolio to assist in the employment process.

## PRE-SERVICE TEACHER EDUCATION COURSE OUTCOMES

The outcomes developed in the GSE pre-service teacher courses articulate to the Graduate Teacher Standards identified in the Australian Professional Standards for Teachers (<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>). These standards must be demonstrated for registration with the Teacher Registration Board of Western Australia (TRBWA) (see [www.trb.wa.gov.au](http://www.trb.wa.gov.au)).

At the end of the course students will graduate with the ability to demonstrate:

1. Understanding of child and adolescent development (physical, cognitive, social and emotional) and learning, within the context of lifespan development.
2. Knowledge of theories of teaching and learning and an awareness of the relationship between theories, practices and policies.
3. Knowledge of contemporary curriculum structures and legislation relevant to phases of learning (Early Childhood, Primary, Secondary).
4. Curriculum knowledge and pedagogical content knowledge through the use of effective and creative instructional planning.
5. Knowledge and implementation of teaching for literacy and numeracy within and across the curriculum.
6. Ability to evaluate and use a range of instructional resources (including educational technologies) to support and enhance learning.
7. Knowledge and use of assessment processes for a range of purposes (including assessment of, and for learning).
8. Ability to differentiate learning for students with diverse needs and backgrounds.
9. Ability to create and manage safe and productive learning environments.
10. Social and cultural competencies for engaging with people from diverse backgrounds, particularly Aboriginal and Torres Strait Islander people.
11. Ability to effectively and professionally communicate and engage with a diverse range of people and organisations (in writing, orally and nonverbally).
12. Professional and ethical conduct, including high standards of self-management, resilience and collaborative behaviours.
13. Ability to work individually and collaboratively to improve practice through critical reflection, professional learning and research.
14. Ability to analyse, synthesise and apply cognitive, creative and technical knowledge and skills in complex and diverse educational settings.
15. Research skills and knowledge relevant to professional practice and the discipline of education.

The course structure provides opportunities for pre-service teachers to develop and demonstrate their achievement of these outcomes as they:

- participate in lectures and tutorials/workshops;
- acquire knowledge of school systems, curriculum and pedagogy;
- analyse elements of classroom behaviour;
- rehearse techniques for classroom management;
- practise ways of managing different parts of lessons and the transitions between these parts;
- practise lesson-planning and programming in both their major and minor curriculum areas;
- review and discuss specific areas in the literature relating to the theory and practice of teaching; and
- observe and critically reflect on campus-based and school-based experiences.

## COURSE INFORMATION

All students enrolled in Initial Teacher Education Courses (ITE) in the GSE have access to information on the ITE Learning Management Site. Please contact Reception if you cannot access this site once your enrolment has been completed. A copy of this booklet will be available on the LMS site. The site includes information about additional workshops and employment opportunities.

## COURSE CONTACTS

The following staff are available to assist pre-service teachers with aspects of the course:

Position	Name	Room	Telephone & Email	Areas of Assistance
Course Coordinator	Jennifer Shand	2.18	6488 2368 <a href="mailto:jennifer.shand@uwa.edu.au">jennifer.shand@uwa.edu.au</a>	All aspects of course content and academic progress.
Student Experience Officer	Anna Lee	G.24 ALVA build.	6488 2397 <a href="mailto:anna.lee@uwa.edu.au">anna.lee@uwa.edu.au</a>	All aspects of course enrolment.
Professional Practice Coordinator Secondary	Rachel Wicking	2.27	6488 1461 <a href="mailto:rachel.wicking@uwa.edu.au">rachel.wicking@uwa.edu.au</a>	All aspects of professional practice.
Professional Practice Placement Officers	Edwina Eassie or Jodie Basham	2.26	6488 8736 or 6488 3640 <a href="mailto:prac-edu@uwa.edu.au">prac-edu@uwa.edu.au</a>	Issues specific to professional practice placements (including clearances for school placements).
Reception		2.29	6488 2388 <a href="mailto:reception-edu@uwa.edu.au">reception-edu@uwa.edu.au</a>	General information, timetabling/Class allocation queries, and assignment submission/collection.
Computer Support			<a href="http://www.library.uwa.edu.au/it-help/students">http://www.library.uwa.edu.au/it-help/students</a>	All aspects of IT Support.
Literacy and Numeracy Test	Dee Sinnu and Assoc/Prof Christine Howitt	2.19	6488 2859 <a href="mailto:dee.sinnu@uwa.edu.au">dee.sinnu@uwa.edu.au</a> or <a href="mailto:christine.howitt@uwa.edu.au">christine.howitt@uwa.edu.au</a>	Test coordinator



## PROFESSIONAL REQUIREMENTS

### Literacy and Numeracy Competency

The Australian Federal Government requires pre-service teachers to demonstrate literacy and numeracy skills within the top 30% of the Australian population. The national Literacy and Numeracy test for Initial Teacher Education (ITE) Students (the test) will be used as the required means to demonstrate that the students have met this standard. The test is computer based and will incur a fee, as of October 2018 the cost for 2019 will be \$196 for both test components. All ITE students commencing in 2018, and beyond, should enrol in EDUC5000 National Literacy and Numeracy Test, a 0 credit point unit, for the test. More detailed information is available at <https://teacheredtest.acer.edu.au/> and at <https://www.studentsfirst.gov.au/teacher-quality>. Evidence of passing the test needs to be provided to the GSE. We provide internal diagnostic tests to gauge your readiness for the ACER test. Please note that you are only allowed to sit the test a maximum of three times. Do not leave the test until your final semester as this could delay your graduation.

### Teachers as Professionals

The teaching profession requires all teachers to exercise informed and ethical judgement and conduct themselves in a professional manner at all times. Today, teachers find themselves working in a demanding and rapidly changing context of new curriculum, devolved systems, and a student population that is more varied than ever before. It is part of their role to enhance the status of the teaching profession and there are, therefore, legal and ethical obligations that they must meet during and following this pre-service course.

It is expected that pre-service teachers will be familiar with the Department of Education's policy on equity issues, including racial and sexual discrimination, and will conduct themselves appropriately at all times.

[www.education.wa.edu.au/home/detcms/navigation/about-us/public-education-at-a-glance/our-strategic-directions/?page=1](http://www.education.wa.edu.au/home/detcms/navigation/about-us/public-education-at-a-glance/our-strategic-directions/?page=1)

### Working Relationships

It is anticipated that pre-service teachers will enjoy a highly professional working relationship with their school mentors, university supervisors, lecturers and tutors, which is free from discrimination and harassment. If this is not the case, procedures have been established at UWA to protect students in regard to these issues. If you have a concern you should contact Student Support Services.

In addition, it is understood that working relationships can be developed through, and sometimes impacted by, the use of social media. It is expected and encouraged that students use social media in a professional capacity. Please be aware that pre-service teachers should never reveal confidential information, such as emails or assignment comments, from lecturers through social media or post anything that could be considered discriminatory, bullying, or harassing. Furthermore, they should not use social media to discuss matters relating to school professional practice. Such matters will be dealt with in according to UWA Code of Conduct regarding the use of Social Media (<http://www.hr.uwa.edu.au/policies/policies/conduct/code/responsibility#social>). The use of social networking platforms such as Twitter and LinkedIn for professional teaching is acceptable but staff members will not respond to Facebook 'friend' requests from students until after they have graduated.

Pre-service teachers must adopt the Code of Conduct which provides guidelines for their professional behaviour (see page 24). **Failure to comply with standards of professional conduct may result in the pre-service teacher being withdrawn from the professional practice placement and failing the course.**

### Attendance and Participation

Attendance and participation at classes is **an expectation** of the course. Failure to attend regularly and any unexplained absences represents a lack of professionalism and impedes learning. Students who are not making satisfactory progress within units may be deemed 'not ready' for professional practice, which could result in delayed graduation. Pre-service teachers must be available during the scheduled professional practice periods as per the Graduate School of Education calendar, and are required to give a full-time commitment to the school at which they are undertaking their practicum during the scheduled days.

### **Academic Conduct**

All students new to UWA must complete the Academic Conduct Essentials unit (ACE). This unit outlines the expected standards of academic conduct at UWA. The guidelines for academic conduct and information about penalties related to misconduct are available at [Policy on Academic Conduct](#).

While pre-service teachers are encouraged to discuss ideas, research and other issues related to assignments with others, unacknowledged collaboration in the writing-up of assignments is not allowed. Any material originating from someone else must be acknowledged appropriately by using quotation marks, referring to the author, the work cited, and if published, the work in which it is published, date of publication, publisher and page number of quote. A standard referencing format used in Education is the American Psychological Association (APA) style. Information about this is available at <http://www.is.uwa.edu.au/information-resources/guides>. Pre-service teachers who have completed an assignment in one unit should not submit the same or a closely similar piece of work for an assignment in another unit.

### **Medical Status**

If any pre-service teacher has any present condition (medical, physical, psychological etc.) that might be exacerbated by the pressure of teaching practice or affect the welfare of children in their care, it is advisable that the student provide this information to the Professional Practice Coordinator to maximise the opportunity for their academic success. The School will endeavour to make appropriate adjustments, where necessary, reasonable and required. Students are assured that this information will be treated with the utmost discretion. In order to register with the TRBWA, they will carry out assessments to ensure that you are 'fit and proper' to teach. Please see [Fit and Proper requirements](#) for full details.

### **Clearances**

Due to its responsibility for the education, safety and duty of care of children in schools, the teaching profession demands the highest professional standards and personal ethics from practitioners. The Department of Education of Western Australia and cooperating non-government schools have the right to determine 'fit and proper persons' to enter and practise in schools and to exclude people from school premises. The following clearances are required:

#### ***The Department of Education Nationally Coordinated Criminal History Check (NCCHC)***

As a number of units include school-based activities, this clearance needs to be obtained by all pre-service teachers shortly after enrolment in the course (regardless of whether they are enrolling in a professional practice unit). Please note that this is **not** a National Police Certificate issued by the police through a Police Station, which is applied for at an Australia Post Office. Criminal Record Checks obtained from any other agency, including the Police, cannot be accepted for employment or placement for legal reasons.

**This clearance is required before a pre-service teacher commences any school-based activity in government schools.** Students not cleared must take their notification direct to the Department of Education of Western Australia, 151 Royal Street, East Perth, for review by the Screening Committee. All such information will be treated confidentially.

#### ***Working with Children Check (WWCC)***

A Working with Children Check is required for pre-service teachers enrolled in a professional practice unit or a course unit which involves school-based activities that include interactions with children.

**Please note, before pre-service teachers are permitted to commence professional practice they will be required to obtain both a Department of Education – Nationally Coordinated Criminal History Check (NCCHC), and a Working with Children Check (WWCC).** Both of these clearances must be uploaded to the Professional Practice Office database, SONIAOnline before the commencement of prac. It is essential that the necessary clearances be obtained in advance of any period of professional practice or school-based activity (as required). Failure to obtain the necessary clearances will result in the professional practice component being deferred or cancelled.

### **Subject Specialisation: Major and Minor Curriculum Areas**

All pre-service teachers will select a major curriculum teaching area and a minor curriculum teaching area or an Area of Interest (Aoi). A major means that a subject can be taught to year 12 level; a minor means that a subject can be taught from years 7–10. In order to qualify for a major, a pre-service teacher must have six units of undergraduate study in that subject specialisation, with at least two units at second

year university level and two at third-year university level. For a minor, a pre-service teacher must have four units of undergraduate study in that subject specialisation, with at least two units at second-year university level. Three areas do not require pre-requisite study: Information and Communication Technology (ICT), Special Education and Career Education.

Pre-service teachers can apply to complete a **Double Major** if they satisfy the pre-requisites for a major in more than one curriculum area. However, this should be discussed with the Course Coordinator, and approval is required prior to any change of enrolment.

### MASTER OF TEACHING (SECONDARY) COURSE CODE 31520 AND 32550 Course Structure Information

The Master of Teaching (Secondary) is comprised of **core units**, **curriculum units**, and **electives** which are integrated. Ensure that you enter the correct semester period, as given in this booklet, when you enrol.

#### Core Units

There are 9 compulsory core units, plus ACE4000 for all new students at UWA. ACE4000 will automatically be added to your enrolment. You will also need to enrol in EDUC5000 National Literacy and Numeracy Test as explained earlier in this document.

Unit Code	Unit Title	Availability
EDUC5485	Development, Teaching and Learning: Theory and Practice	Sem 1
EDUC5429	Perspectives in Aboriginal Education	Sem 1
EDUC5546	Teaching Contexts	A4E
EDUC5410	Teaching Literacy and Numeracy Across the Curriculum	A4E
EDUC5514	Differentiating the Curriculum	Sem 1
EDUC5515	Interventions for Learning in Years 7-12	Sem 1 or A4E
EDUC5618	Embedding ICTs Across the Curriculum	Sem 1 or A4E
EDUC5535	Professional Practice A Secondary	A2B or A2D
EDUC5536	Professional Practice IB Secondary	A2B or A4C
EDUC5000	National Literacy and Numeracy Test (0 credit points)	Any semester

#### Curriculum Units

Please to select the relevant curriculum major and minor units as **indicated in your offer letter\***. Do not enter a choice other than those approved in your letter. You will need to complete both Curriculum units for your major and your minor. If you are completing an Area of Interest (Aoi) you will only complete the Curriculum I unit

Unit Code	Unit Title	Availability
EDUC5445	Art Curriculum I	Sem 1
EDUC5446	Art Curriculum II	A4E
EDUC5463	Career Development Curriculum I	Sem 1
EDUC5460	English Curriculum I	Sem 1
EDUC5470	English Curriculum II	A4E
EDUC5464	Information and Communication Technology Curriculum I	Sem 1
EDUC5474	Information and Communication Technology Curriculum II	A4E
EDUC5462	Mathematics Curriculum I	Sem 1
EDUC5472	Mathematics Curriculum II	A4E
MUSC4631	Secondary Music Curriculum 1	Sem 1
MUSC4632	Secondary Music Curriculum 2	A4E
SSEH5464	Physical Education Curriculum I	Sem 1
SSEH5474	Physical Education Curriculum II	A4E

EDUC5469	School Psychology I	Sem 1
EDUC5478	School Psychology II	A4E
EDUC5465	Science Curriculum I	Sem 1
EDUC5475	Science Curriculum II	A4E
EDUC5466	Humanities and Social Sciences Curriculum I	Sem 1
EDUC5476	Humanities and Social Sciences Curriculum II	A4E
EDUC5468	Special Education Curriculum I	Sem 1

**MASTER OF TEACHING (SECONDARY)  
ACCELERATED VERSION**

**Full time enrolment – 1.5 years**

**Available for semester 1 course commencement only**

	Semester 1 (Feb – June)	Teaching period A4E (July – Nov)
<b>Year 1</b>	EDUC5485 Development, Teaching and Learning: Theory and Practice	EDUC5410 Teaching Literacy and Numeracy Across the Curriculum
	EDUC54XX Curriculum I (Major)	EDUC54XX Curriculum II (Major)
	EDUC54XX Curriculum I (Minor)	EDUC54XX Curriculum II (Minor) <i>Or Elective 3 for students completing an Area of Interest</i>
	EDUC5429 Perspectives in Aboriginal Education	EDUC5546 Teaching Contexts
	EDUC5535 Professional Practice A Secondary (A2B)	EDUC5536 Professional Practice B Secondary (A4C) (12 pts)
	EDUC5000 National Literacy and Numeracy test (0 credit points)	
<b>Summer school</b>	Elective 1	
<b>Year 2</b>	EDUC5514 Differentiating the Curriculum	
	EDUC5618 Embedding ICTs Across the Curriculum (new title from 2018)	
	EDUC5515 Interventions for Learning in Years 7 – 12	
	Elective 2	

**MASTER OF TEACHING (SECONDARY)  
Full time enrolment – 2 years**

	Semester 1 (Feb – June)	Teaching period A4E (July – Nov)
Year 1	EDUC5485 Development, Teaching and Learning: Theory and Practice	EDUC5410 Teaching Literacy and Numeracy Across the Curriculum
	EDUC5000 National Literacy and Numeracy Test	EDUC54XX Curriculum II (Major)
	EDUC54XX Curriculum I (Major)	EDUC54XX Elective
	EDUC5429 Perspectives in Aboriginal Education	EDUC5546 Teaching Contexts
	EDUC5535 Professional Practice A Secondary (A2D)	
Year 2	EDUC5514 Differentiating the Curriculum	EDUC54XX Curriculum II (Minor) <b>Or elective unit if you are completing an Area of Interest</b>
	EDUC54XX Curriculum I (Minor)	EDUC5618 Embedding ICTs Across the Curriculum (new title from 2018)
	EDUC5536 Professional Practice B Secondary (A2B) (12 pts)	EDUC5515 Interventions for Learning in Years 7 – 12
	EDUC54XX Elective	

**Master of Teaching (Secondary) Part time enrolment – 3 years**

	Semester 1 (Feb – June)	Teaching period A4E (July – Nov)
Year 1	EDUC5485 Development, Teaching and Learning: Theory and Practice	EDUC5410 Teaching Literacy and Numeracy Across the Curriculum
	EDUC5429 Perspectives in Aboriginal Education	EDUC5546 Teaching Contexts
	EDUC5000 National Literacy and Numeracy Test	EDUC5XXX Elective
Year 2	EDUC54XX Curriculum I (Major)	EDUC54XX Curriculum II (Major)
	EDUC54XX Curriculum I (Minor) or Area of Specialisation	EDUC54XX Curriculum II (Minor) <b>Or elective unit if you are completing an Area of Interest</b>
	EDUC5535 Professional Practice A Secondary (A2D)	
Year 3	EDUC5514 Differentiating the Curriculum	EDUC5618 Embedding ICTs Across the Curriculum (new title from 2018)
	EDUC5XXX Elective	EDUC5515 Interventions for Learning in Years 7 – 12
	EDUC5536 Professional Practice B Secondary (A2B) (12 pts)	

**Note:** Pre-service teachers must be available during the scheduled professional practice periods as per the Graduate School of Education calendar, and are required to give a full-time commitment to the school at which they are undertaking their practicum during the scheduled days.

## Master of Teaching (Secondary) mid-year enrolment – Full time 2 years

	Semester 1 (Feb – June)	Teaching period A4E (July – Nov)
Year 1	N/A	EDUC5410 Teaching Literacy and Numeracy Across the Curriculum
		EDUC5546 Teaching Contexts
		EDUC54XX Elective 1
		EDUC5XXX Elective 2
Year 2	EDUC5485 Development, Teaching and Learning: Theory and Practice	EDUC54XX Curriculum II (Major)
	EDUC54XX Curriculum I (Major)	EDUC54XX Curriculum II (Minor) <b>Or elective unit if you are completing an Area of Interest</b>
	EDUC54XX Curriculum I (Minor) or Area of Specialisation	EDUC5536 Professional Practice B Secondary (A4C) (12 pts)
	EDUC5535 Professional Practice A Secondary (A2B)	EDUC5000 National Literacy and Numeracy Test
Year 3	EDUC5429 Perspectives in Aboriginal Education	
	EDUC5514 Differentiating the Curriculum	
	EDUC5515 Interventions for Learning in Years 7 – 12	
	EDUC5618 Embedding ICTs Across the Curriculum (new title from 2018)	

## Electives

Most students select two electives, please see special requirements below for particular teaching majors.

Special requirements for particular teaching majors:

- *Music majors* are required to complete MUSC4711 Studio Teaching and Musical Leadership 1 and MUSC4712 Studio Teaching and Musical Leadership 2.
- *Physical Education majors* are required to complete SSEH5491 Health Education and SSEH5492 Health Promotion in Schools.

## Electives

EDUC5494	<b>Approaches to Student Assessment</b> This unit focuses on the principles of assessment and evaluation in the context of education and the social sciences. Students explore principles of test construction, administration, scoring analysis and practical perspectives.	Winter School
EDUC5511	<b>Learning with Young Adult Fiction</b> This unit examines how young adult fiction can be used to strengthen subject area knowledge, to build reading comprehension, critical literacy and intercultural and ethical understandings. It explores the important role of young adult fiction in the lives of young people today, its dominant genres, and the ways it can be used to develop key curricula knowledge and cross curricula priorities.	January 2019
EDUC5517	<b>Introduction to Catholic Education in Western Australia</b> This unit examines the distinctive features of the Catholic Education system in Western Australia from its beginnings in the nineteenth century to its present status as the second largest schooling system in the State. The unit explores the educational and ecclesial principles of the system and invites students to analyse and critique these principles as they are applied to Catholic schooling today.	January 2019
EDUC5411	<b>Enhancing Teaching Through Understanding Contemporary Education</b> This unit examines how education systems have been shaped in a variety of countries. Special emphasis is placed on the distinctive cultural settings in which schools function and a range of contemporary issues.	Sem 1
EDUC5492	<b>Understanding and Managing Disruptive Behaviour Disorders</b> This unit focuses on students with serious behaviour disorders and the effect of reputation enhancement among 'at risk' students.	Sem 1
MUSC4711	<b>Studio Teaching and Musical Leadership 1</b> ( <i>Compulsory for Music Majors</i> ) This unit includes the psychological and pedagogical aspects of instrumental and vocal teaching and performance; rehearsal techniques; conducting school ensembles; philosophy and psychology of instrumental teaching and learning; and materials, repertoire and methods. At the core of the unit is the teaching apprenticeship requiring a minimum of 20 hours of supervised teaching.	Sem 1
SSEH5491	<b>Health Education</b> ( <i>Compulsory for Physical Education Majors</i> ) This unit focuses on developing health education and promotion skills. Lesson planning, presentation skills, group facilitation, pedagogical content knowledge and the use of health-related teaching aids frame the content focus.	Teaching period Z1 (Feb-May)

EDUC5415	<p><b>Educational Leadership and Management</b></p> <p>This unit draws on perspectives from educational leadership and management as well as the sociology of Education. The emphasis of the unit is on providing a theoretical and professional basis for understanding educational leadership by exploring schools as complex organisations and examining the application of organisational and leadership theories in these settings.</p>	A4E
EDUC5454	<p><b>Learning Difficulties</b> (<i>Recommended for Special Education Area of Specialisation</i>)</p> <p>This unit provides a general overview of learning difficulties (LD) from a number of perspectives (e.g. medical, neuropsychological, educational) and a range of teaching strategies for students with LD. It critically examines the specificity and complexity of learning difficulties, including moderate, severe and profound learning disabilities. Although the primary focus is on reading, mathematics, written expression and learning disorders not otherwise specified, other psychopathologies which impact learning are also covered.</p>	A4E
EDUC5507	<p><b>Cultural and Historical Perspectives of the Mathematics Curriculum</b></p> <p>The unit provides a unified view and deep appreciation of mathematics by approaching the subject through its history. The topics are developed through themes that are fundamental to mathematics, that have elementary foundations and strong interconnections, and that reinforce the AC-M General Capabilities and Cross Curriculum Priorities</p>	A4E
MUSC4712	<p><b>Studio Teaching and Musical Leadership 2</b> (<i>Compulsory for Music Majors</i>)</p> <p>This unit is a continuation of studies taken in MUSC4711 Instrumental and Vocal Music Curriculum 1. At the core of the unit is the teaching apprenticeship requiring a minimum of 30 hours of supervised teaching of individual students and small groups, and the rehearsing of school ensembles.</p>	Sem 2
SSEH5492	<p><b>Health Promotion in Schools</b> (<i>Compulsory for Physical Education Majors</i>)</p> <p>This unit studies societal health issue and the knowledge, values, skills and behaviours that promote a healthy lifestyle concentrating on adolescent health problems which affect WA secondary school students.</p>	A4E

SSEH5491 (Health Education) and SSEH5492 (Health Promotion in Schools) are recommended for Physical Education students only. MUSC4711 (Studio Teaching and Musical Leadership 1) and MUSC4712 (Studio Teaching and Musical Leadership 2) are available for students undertaking a music major only.

## PRE-SERVICE TEACHER EDUCATION UNITS

Information is available about all units from the UWA handbook <http://handbooks.uwa.edu.au/>

Current timetables for semester 1 and semester 2 are available at: [UWA Timetable](#)

Note: This course guide is subject to change, please always refer to the handbook for up-to-date information regarding course structure and unit availability.



## ASSESSMENT POLICIES

Pre-service teachers should consult their unit outlines at the commencement of each unit for final details concerning assessments and submission dates. **It is important to work consistently on assignments so that due dates can be met, as there will be penalties for late submission.**

### Submitting Assignments

All assignments must be submitted through LMS (Blackboard), unless given other directions by the unit coordinator. Normally, assignments submitted will be returned within three weeks unless otherwise advised.

### Failure to pass an assessment item within a unit

Students must pass all components of a Master of Teaching unit to pass the unit. Students who fail an assessment item in a unit may resubmit if –

- a) this is their first request for a resubmission in the unit;
- b) they contact the unit coordinator by email within 5 University working days of the release of the result and formally request a resubmission.

Where a resubmission is approved, the reassessed mark is capped at the assessment pass mark, unless an application for mitigating is approved in accordance with the University Policy on Assessment: Special Consideration.

A resubmission is normally due one week after being approved by the unit coordinator.

A resubmitted assignment that is deemed to be a 'fail' by the unit coordinator, will receive the original fail mark for the component.

Assignments that are failed on the grounds of lateness or academic misconduct will not normally be considered for resubmission.

### Extensions – Special Consideration

Extensions will only be granted in the case of illness (a medical certificate is required) or on compassionate grounds (for example serious illness or death in the family). Work-related or time management/Organisational reasons will not be accepted.

Please see <http://www.student.uwa.edu.au/course/exams/consideration> for the complete information regarding Special Consideration applications.

### Professional Practise – Readiness

For students who have not passed the internal literacy test and/or are not making good progress in their academic units (i.e. if they have failed one or more assignments), a panel composed of the Course Coordinator and the Professional Practice Coordinator and relevant Unit Coordinators will meet to determine the student's readiness to engage in Professional Practice. If students are deemed not to be ready, their Professional Practice will be deferred.

## PLAGIARISM

### *What is plagiarism?*

Plagiarism is the presentation of the work of other people as one's own work, without referencing its source or attributing it to its intellectual proprietor. Such misuse of the work of others constitutes plagiarism, whether that work is in published or unpublished physical form, or in the form of thoughts or ideas. Plagiarism is the most serious of academic offences because it is a form of cheating.

### *Principles to be applied*

All work submitted by any pre-service teacher in the School of Education is to be the work of that individual alone. Pre-service teachers may, and indeed are encouraged, to draw upon the work of others, but it must be duly acknowledged and referenced in accordance with standard academic conventions. Work that, in whole or in part, is not that of the pre-service teacher who has submitted it will be regarded as plagiarised, and will be dealt with in the manner outlined below. (Similar rules apply to group assignments. The submitted results of any work set for a group must be the original work of members of the group, unless otherwise indicated.)

### Degrees of plagiarism

The school of Education recognises several degrees of plagiarism. From least to most serious these are:

1. Failure to reference intellectual property
2. Failure to reference direct quotations
3. Extended unreferenced quotations or paraphrases
4. Submission of [near] identical assignments
5. Copying of another's work
6. Submitting an assignment (or parts of an assignment) produced for another unit

Further details on this policy can be obtained from:

<http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct/plagiarism>

<http://www.governance.uwa.edu.au/procedures/policies/policies-and-procedures?policy=UP07%2F21>

### Grades

Pre-service teachers are advised that the grades they receive during the year are provisional only. Grades are only official after they have been passed by the Board of Examiners. Assignments will be graded according to the University scale **and only grades, not percentages, will be recorded on assignments**. However, for your information the following scale applies:

	Grade	Percentage
High Distinction	HD	80–100
Distinction	D	70–79
Credit Pass	CR	60–69
Pass	P	50–59
Fail	N+	45–49
Fail	N	0–44

### PROCEDURES FOR GRIEVANCES, APPEALS AND COMPLAINTS

If a pre-service teacher believes that the initial academic assessment/s given for any piece(s) of work which contribute(s) to the final result in the unit or course does not fairly represent the worth of the piece(s) of work, they may formally appeal against the assessment. It is recommended that the issue be discussed with the unit coordinator and the course coordinator before taking any further action. The full procedure for appeals can be accessed via:

<http://www.governance.uwa.edu.au/procedures/policies/policies-and-procedures?method=document&id=UP15%2F1>

Pre-service teachers are directed to the Guild website for information regarding these procedures: <http://www.uwastudentguild.com/assist/academic/>

### HELPFUL INFORMATION

If you are experiencing problems with study in a particular unit:

- Contact the Student Experience Office, email [studentoffice-design@uwa.edu.au](mailto:studentoffice-design@uwa.edu.au)
- discuss it with your tutor/ lecturer; and/or
- consult the unit co-ordinator.

### Approved Leave

Current students, please submit your application online through [studentConnect](#) under "Discontinuation and Approved Leave."

### Withdrawal from Units/Changes to Enrolment

Students must not withdraw from units without consulting the course coordinators or unit coordinators. If a student decides to withdraw from the whole program, they must advise the Course Coordinator Jennifer Shand and the Professional Practice Coordinator, Rachel Wicking, *immediately* as the schools in which they have been placed must be notified.

Changes of enrolment can occur within the first week of semester, and withdrawal without penalty up until the University census date and should be discussed with the Course Coordinator.

### **Learning Management System (LMS)**

Additional materials to support your learning are available on the Learning Management System site for each unit and the ITE LMS site. These materials and opportunities supplement face to face teaching. They do not replace attendance in classes. Information is available from <http://www.lms.uwa.edu.au>.

### **Emails and Communication**

All email communication will occur through the student email address system. Ensure that you regularly check your student email account.

### **Computer Laboratory and Information Services**

Computer access is available in the Education building through WiFi connection, the GSE Computer Lab (on the ground floor in room G26) and the EDFAA library. If you are currently enrolled in any units offered by the Graduate School of Education then a GSE Lab account will have been created for you on our server. Your username and password will be the same as your Student ID and PHEME password. Please contact <http://www.library.uwa.edu.au/it-help/students> for IT support

### **Appropriate Use of UWA Graduate School of Education Computers**

For detailed information about UWA IT Policies, please refer to <http://www.is.uwa.edu.au/it-help>

### **EDFAA Library (Education, Fine Arts and Architecture)**

The EDFAA library contains a collection of curriculum resources which are essential for pre-service teachers. The collection includes an extensive array of curriculum texts used by teachers and students in schools. Pre-service teachers are advised to familiarise themselves with these resources at the beginning of the course.

The EDFAA library provides a wide range of support service, including sessions on information searching and referencing and study rooms for small group meetings. For more information see <http://www.is.uwa.edu.au/> or contact EDFAA Library staff at (6488 1962; [or 64881941](tel:64881941)).

**UWA GRADUATE SCHOOL OF EDUCATION**

**CODE OF CONDUCT**

**PRE-SERVICE TEACHER EDUCATION STUDENTS**

It is the responsibility of pre-service teachers to demonstrate sustained professional conduct during all periods of professional practice and are expected to:

<p><b>Demonstrate self-awareness and self-management</b></p>	<ul style="list-style-type: none"> <li>• adopt professional dress and grooming expectations of the school and the university</li> <li>• maintain an approachable and pleasant demeanour at all times</li> <li>• maintain high standards of personal hygiene</li> <li>• thoroughly prepare for all aspects of the teaching practicum, allowing sufficient time for consultation with the mentor</li> <li>• manage emotional tension with maturity</li> <li>• engage with and respond positively to professional advice and feedback, including criticism</li> <li>• ensure that materials are prepared well before the lesson</li> <li>• demonstrate professional commitment through effective time management - early arrival at school, productive use of DOTT time and tactful use of recess and lunch times, meeting university and school deadlines</li> </ul>
<p><b>Demonstrate situational management and social awareness</b></p>	<ul style="list-style-type: none"> <li>• respect the needs of the staff at the school in the use of equipment such as computers, photocopiers and learning spaces</li> <li>• comply with school or department procedures for the use of audio-visual, library, sporting and any other relevant resources</li> <li>• recognise that schools have limited budgets and resources should be used thoughtfully</li> <li>• actively participate in the life of the school community by shadowing their mentor in all aspects of his/her duties and becoming involved in a diversity of activities within the school</li> <li>• refrain from public criticism of university and school colleagues</li> <li>• respect the confidentiality of colleagues and students in your care</li> <li>• promote harmonious and respectful interpersonal relationships among staff and peers</li> <li>• demonstrate initiative by offering ideas and strategies for the development of teaching plans</li> </ul>
<p><b>Comply with Policy and Legislation</b></p>	<ul style="list-style-type: none"> <li>• be familiar with the Department of Education (WA) regulations and school policies and ensure that these are enacted to the best of your ability</li> <li>• comply with duty-of-care requirements</li> <li>• be familiar with, and operate within the legislative requirements pertaining to schools and the education and care of students and staff.</li> <li>• willingly undertake all duties as required by the mentor teacher.</li> <li>• observe school and university regulations regarding attendance</li> <li>• ensure that necessary clearances have been obtained and are current (valid)</li> </ul>
<p><b>Digital Technology awareness and use</b></p>	<ul style="list-style-type: none"> <li>• when filming or photographing lessons, exercise caution in the process of making digital recordings for assessment or ePortfolio purposes.</li> <li>• this includes:             <ol style="list-style-type: none"> <li>a) making sure that the camera is focused on you (the PST) and not on students (this may be achieved by setting up the camera in a position where no students' faces will be recorded)</li> <li>b) ensuring that there are no identifiable images of students or the school uploaded to the internet or to any digital platform</li> <li>c) making sure you have permission from the school</li> </ol> </li> <li>• failure to take appropriate steps to ensure the privacy of others may result in a complaint and/or a student disciplinary process</li> </ul>

***In order to proceed to practicum, you must agree to the terms of the Code of Conduct. To do this:***

- . Go to LMS; My Organisations; Professional Practice 2019; click on SONIAOnline (menu on left)
- . Login to SONIAOnline
- . Click on the Forms tab at the top of the screen and locate the Code of Conduct
- . Read the form; tick the box to agree to the terms of the Code of Conduct; Submit the form; Log off.

## THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Australian Professional Standards for Teachers make explicit the elements of high-quality, effective teaching in schools that will improve educational outcomes for all students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public.

Teacher Standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

Standards contribute to the professionalisation of teaching and raise the status of the profession. They could also be used as the basis for a professional accountability model, helping to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

The Australian Professional Standards for Teachers are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher's developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Graduate Standards will underpin the accreditation of initial teacher education programs. Graduates from accredited programs qualify for registration in each State and Territory. The Proficient Standards will be used to underpin processes for full registration as a teacher and to support the requirements of nationally consistent teacher registration.

The following section sets out the graduate teacher standards, making explicit the professional standards expected to be achieved by those graduating from pre-service teacher education programs.

The Standards at the career stages of Highly Accomplished and Lead will inform voluntary certification. The standards are listed here: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

## PROFESSIONAL KNOWLEDGE

### STANDARD 1

#### KNOW STUDENTS AND HOW THEY LEARN

##### FOCUS

##### GRADUATE

Physical, social and intellectual development and characteristics of students	1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
Understanding how students learn	1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	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.
Strategies for teaching Aboriginal and Torres Strait Islander students	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.
Differentiate teaching to meet specific learning needs of students across the full range of abilities	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.
Strategies to support full participation of students with disabilities	1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation of students with disability.

## PROFESSIONAL KNOWLEDGE

### STANDARD 2

#### KNOW THE CONTENT AND HOW TO TEACH IT

##### FOCUS

##### GRADUATE

Content and teaching strategies of the teaching area	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
Content selection and organisation	2.2	Organise content into an effective learning and teaching sequence.
Curriculum, assessment and reporting	2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
Literacy and numeracy strategies	2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
Information and Communication Technology (ICT)	2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

## PROFESSIONAL PRACTICE

### STANDARD 3

#### PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

##### FOCUS

##### GRADUATE

Establish challenging learning goals	<b>3.1</b>	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
Plan, structure and sequence learning programs	<b>3.2</b>	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
Use teaching strategies	<b>3.3</b>	Include a range of teaching strategies.
Select and use resources	<b>3.4</b>	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.
Use effective classroom communication	<b>3.5</b>	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
Evaluate and improve teaching programs	<b>3.6</b>	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
Engage parents/carers in the educative process	<b>3.7</b>	Describe a broad range of strategies for involving parents/carers in the educative process.

## PROFESSIONAL PRACTICE

### STANDARD 4

#### CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

##### FOCUS

##### GRADUATE

Support student participation	<b>4.1</b>	Identify strategies to support inclusive student participation and engagement in classroom activities.
Manage classroom activities	<b>4.2</b>	Demonstrate the capacity to organise classroom activities and provide clear directions.
Manage challenging behaviour	<b>4.3</b>	Demonstrate knowledge of practical approaches to manage challenging behaviour.
Maintain student safety	<b>4.4</b>	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
Using ICT safely, responsibly and ethically	<b>4.5</b>	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.

## PROFESSIONAL PRACTICE

### STANDARD 5

#### ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

##### FOCUS

##### GRADUATE

Assess student learning	<b>5.1</b>	Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.
Provide feedback to students on their learning	<b>5.2</b>	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
Make consistent and comparable judgements	<b>5.3</b>	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
Interpret student data	<b>5.4</b>	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
Report on student achievement	<b>5.5</b>	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.

## PROFESSIONAL ENGAGEMENT

### STANDARD 6

#### ENGAGE IN PROFESSIONAL LEARNING

##### FOCUS

##### GRADUATE

Identify and plan professional learning needs	<b>6.1</b>	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
Engage in professional learning and improve practice	<b>6.2</b>	Understand the relevant and appropriate sources of professional learning for teachers.
Engage with colleagues and improve practice	<b>6.3</b>	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
Apply professional learning and improve student learning	<b>6.4</b>	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

## PROFESSIONAL ENGAGEMENT

### STANDARD 7

#### ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

##### FOCUS

##### GRADUATE

Meet professional ethics and responsibilities	<b>7.1</b>	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
Comply with legislative, administrative and organisational requirements	<b>7.2</b>	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
Engage with the parents/carers	<b>7.3</b>	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
Engage with professional teaching networks and broader communities	<b>7.4</b>	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.



