

DIMENSIONS OF TEACHING

Five generic Dimensions of Teaching encompass the work of the teacher class. The chief characteristics of each dimension are:

Content of teaching and learning

- knowledge of the curriculum areas being taught, including familiarity with the materials and programs associated with those areas of the curriculum
- pedagogical knowledge of the key learning areas
- understanding of the principles of teaching and learning, including characteristics of learners and strategies of classroom management and organisation
- knowledge of the educational context, e.g. the statewide Curriculum and Standards Framework, particular initiatives, early intervention programs, and the curriculum goals contained in the school charter

Teaching practice

- use of a range of teaching strategies and styles appropriate to year levels and topics taught
- structuring learning tasks to provide for individual learning needs and diversity of students' backgrounds
- use of classroom management strategies that encourage students to take responsibility for their learning
- developing relationships with students that encourage positive attitudes to learning
- responding effectively to the impact of variations of physical and intellectual ability on the learning process
- modelling effective organisation and use of time
- establishing clear, challenging and achievable expectations for students
- providing counselling, pastoral care and welfare support for students

Assessment and reporting of student learning

- use of assessment and reporting strategies that complement and support the learning process
- maintaining accurate and comprehensive records of student progress and achievement
- providing feedback to the student on performance in a way that builds confidence and encourages continued effort
- providing meaningful reports on student performance to the student and parents or guardians

Interaction with the school community

- recognising the important role the family plays in a child's learning and taking account of this factor in appropriate ways
- communicating with parents or guardians, students and colleagues in a professional and constructive way
- working in partnership with students, families and colleagues to improve the learning environment of the school
- establishing links with the broader community where this can improve learning outcomes for students

Professional requirements

- demonstrating positive values and attitudes about education appropriate to professional teaching and learning practices
- working with colleagues to plan and evaluate new ideas and teaching strategies that improve learning outcomes for students
- responding to emerging educational priorities and needs
- contributing to a range of school activities as a member of the school team
- engaging in critical self reflection of professional practices to improve the quality of teaching and learning
- actively participating in professional development activities and programs
- working within the framework of a school charter, employer policies and regulations and the law
- progressively demonstrating improved classroom practice
- progressively taking a role in leading and managing the work of other teachers

PROFESSIONAL STANDARDS

Graduate Teachers

- know how students learn and how to teach them effectively.
- know the content they teach.
- know their students.
- plan and assess for effective learning.
- create and maintain safe and challenging learning environments.
- use a range of teaching practices and resources to engage students in effective learning.
- reflect on, evaluate and improve their professional knowledge and practice.
- are active members of their profession.

Accomplished Teachers

- demonstrate a high level of knowledge of relevant curriculum areas, student learning processes and resources, and can apply it in implementing programs that enhance student learning
- demonstrate high-quality classroom teaching skills and successfully employ flexible and adaptive approaches and constructive strategies to allow students to reach their full potential
- successfully apply assessment and reporting strategies that take account of relationships between teaching, learning and assessment
- respond effectively to emerging educational initiatives and priorities
- demonstrate high-level communication skills and professional behaviour when interacting with parents or guardians, students and colleagues
- successfully organise and manage aspects of the wider school program
- demonstrate improved teaching and performance skills through critically evaluating professional practices
- provide high-level professional assistance to other teachers in classroom related areas.

Expert Teachers

- demonstrate a comprehensive knowledge of relevant curriculum areas
- demonstrate and model excellent teaching and learning skills
- demonstrate a productive contribution to the school program
- demonstrate a significant contribution to the development, implementation and evaluation of curriculum programs and policy, and respond to initiatives that enhance student learning
- demonstrate a high level of commitment to student welfare within the school
- demonstrate strong ongoing professional learning

Leading Teachers

- demonstrate exemplary teaching and learning performance
- demonstrate a strong commitment to personal leadership growth
- provide high-level educational leadership in the school community and beyond
- build and maintain effective teams and develop cooperative working relationships that promote excellence in teaching and learning within the educational and broader community
- initiate, plan and manage significant change in response to new educational directions, and manage the planning, implementation and evaluation of curriculum policy and programs
- demonstrate a high level of ability to articulate educational issues and perspectives in communication with colleagues and others.