

- o Obtain essential information on key policies and procedures for beginning teaching, including duty of care and expectations for student conduct.

Planning for Week One

- o Access classroom, program documents and curriculum resources;
- o Plan with other teachers, discuss student learning histories, and prepare for the first week;
- o Organise Day One.

ORIENTATION AND INCLUSION

- o Involvement in school and staff activities;
- o Participation in planning and discussion activities within key learning area or unit teams;
- o Regular meetings with mentor and other new teachers
- o Support for undertaking the range of teaching responsibilities

Standards of Professional Practice: Full Registration:

- o Developing sequenced learning activities;
- o Developing teaching strategies for particular content areas;
- o Developing teaching strategies for particular students;
- o Reflecting on and critically evaluating the effectiveness of teaching plans and programs;
- o Establishing positive classroom environment

Reciprocal learning between colleagues:

- o Collegiate Classroom activities – working with others;
- o Participating in school-based professional development.

Contributing to staff teams and school community

- o Listing and commenting on a range of professional activities;
- o Presenting evidence to fulfil the requirements for full registration;
- o Submitting the application for full registration to the Victorian Institute of Teaching.

Acknowledging professional development and achievement

Planning for further professional learning

STANDARDS

STANDARDS OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Teachers in Victoria are committed to the learning and wellbeing of the students they teach and make a significant contribution to the communities in which they work. They respect the individuality, capacity and backgrounds of their students and maintain high expectations for student learning.

Teachers are committed to the continuous development of their professional knowledge and practice. They work collaboratively, using research and evidence derived from theory and practice, to improve education and build effective communities of learners.

Teachers share an essential and privileged responsibility with parents and communities to care for all young people, and to discover and develop their potential to learn independently and critically throughout their lives. Victorian teachers make a difference

PROFESSIONAL KNOWLEDGE

1 Teachers know how students learn and how to teach them effectively.

2 Teachers know the content they teach.

3 Teachers know their students.

PROFESSIONAL PRACTICE

4 Teachers plan and assess for effective learning.

5 Teachers create and maintain safe and challenging learning environments.

6 Teachers use a range of teaching strategies and resources to engage students in effective learning.

PROFESSIONAL ENGAGEMENT

7 Teachers reflect on, evaluate and improve their professional knowledge and practice.

8 Teachers are active members of their profession.

HARACTERISTICS OF EFFECTIVE TEACHING

- o Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice;

- o Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process;

- o Teachers know how to engage students in active learning;

- o Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.

- o Teachers have a sound, critical understanding of the content, processes and skills they teach;

- o Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied;

- o Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach;

- o Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

- o Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning;

- o Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably;

- o Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others;

- o Teachers know the importance of working with and communicating regularly with students' families to support their learning.

- o Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students;

- o Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students;

- o Teachers monitor student engagement in learning and maintain records of their learning progress;

- o Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

- o Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus;

- o Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning;

- o Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning;

- o Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

- o Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning;

- o Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities;

- o Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources;

- o Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

- o Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching;

- o Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;

- o Teachers identify their own professional learning needs and plan for and engage in professional development activities;

- o Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.

- o Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers;

- o Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students;

- o Teachers promote learning, the value of education and the profession of teaching in the wider community;

- o Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.