

## Appendix 6

### GRADUATE TEACHER STANDARDS EVIDENCE GUIDE TO SUPPORT PROFESSIONAL EXPERIENCE

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the teacher education student's engagement with the Standard during an early professional experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</b>
1	Know students and how they learn	The teacher education student...	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> <li>• Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner</li> <li>• Identifies achievable learning goals for students</li> <li>• Demonstrates a developing awareness of differences in students' learning styles</li> <li>• Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies students' specific physical, social and intellectual learning needs</li> <li>• Communicates and interacts in ways appropriate to students' development stages</li> <li>• Makes modifications to delivery depending on students' physical, social and intellectual development</li> <li>• Considers and makes modifications to the learning environment depending on physical, social and intellectual development</li> <li>• Uses a variety of resources to account for the learning style of students</li> <li>• Plans differentiated work for students (modified and extension)</li> </ul>
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> <li>• Identifies current research into how students learn</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knowledge of current research to modify teaching strategies</li> <li>• Applies knowledge of research on how students' skills, interests and prior achievements affect learning</li> </ul>
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<ul style="list-style-type: none"> <li>• Shows an awareness of the need to modify teaching strategies based on student diversity</li> <li>• Is aware that schools have programs and policies relating to inclusivity</li> <li>• Begins to incorporate global issues into lessons and unit planning</li> <li>• Displays cultural sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Uses effective questioning to engage every student</li> <li>• Plans for and respects the diversity of all students within the classroom</li> <li>• Uses culturally sensitive resources, language and strategies in teaching practice</li> <li>• Presents controversial issues in a sensitive manner</li> <li>• Encourages students to express and explore their values and attitudes in a sensitive manner</li> </ul>
1.4.1	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.	<ul style="list-style-type: none"> <li>• Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Selects strategies to provide for relevant learning experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement, sequencing and significance</li> </ul>

1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<ul style="list-style-type: none"> <li>Is aware of the need to differentiate teaching to meet the learning needs of all students</li> <li>Develops lessons that address the different needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities</li> <li>Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students</li> <li>Develop teaching activities resulting from collaborative planning or consultation with specialist staff such as the ESL teacher/Counsellor/Aboriginal Education Assistant/Gifted and Talented coordinator/Learning Support teacher</li> </ul>
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> <li>Is aware of and discusses disability legislative requirements</li> <li>Discusses how the learning needs of students with disability could be met</li> <li>Develops lessons that support the learning of all students with a disability</li> <li>Complies with disability legislative requirements</li> <li>Encourages a respectful and collegial classroom environment where all students are valued and provided the same learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs</li> <li>Develops a sequence of learning experiences that support the learning of all students with a disability</li> <li>Complies with disability legislative requirements</li> <li>Encourages a respectful and collegial classroom environment where all students are valued and provided the same learning opportunities</li> </ul>
	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the teacher education student's engagement with the Standard during an early professional experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</b>
2	Know the content and how to teach it	The teacher education student...	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> <li>Clearly articulates and explains the content of the lesson</li> <li>Accurately answers content related questions from students</li> </ul>	<ul style="list-style-type: none"> <li>Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives</li> <li>Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents</li> </ul>
2.2.1	Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> <li>Plans individual lessons clearly and logically</li> <li>Demonstrates a developing ability to present content in a coherent, well-sequenced learning and teaching program</li> </ul>	<ul style="list-style-type: none"> <li>Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content</li> <li>Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students</li> </ul>
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> <li>Uses the school program as a basis for designing effective lesson plans and assessment of learning</li> <li>Accesses information about curriculum documents and other resources and designs assessment accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Designs assessments which show clear links to the teaching and learning program and reporting cycle</li> <li>Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes</li> </ul>

2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> <li>Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions</li> </ul>	<ul style="list-style-type: none"> <li>Chooses teaching and learning activities that broaden the understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</li> <li>Selects student work samples and displays of student work which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages</li> </ul>
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> <li>Uses professional discussion about lesson content and structure which show the teacher education student's knowledge, understanding, and/or teaching strategies to support students' literacy achievement</li> <li>Uses professional discussion about lesson content and structure which show the teacher education student's knowledge, understanding, and/or teaching strategies to support students' numeracy achievement</li> </ul>	<ul style="list-style-type: none"> <li>Develops lesson plans, observation notes and discussion about lesson content and structure which show the teacher education student's knowledge, understanding, and/or teaching strategies to support students' literacy and /or numeracy achievement</li> <li>Works collaboratively, when given the opportunity, with support teachers, such as ESL, to meet students' literacy and/or numeracy needs</li> </ul>
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> <li>Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful</li> </ul>	<ul style="list-style-type: none"> <li>Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (for example, Web-based research, Web 2.0 tools, subject/ KLA/ stage appropriate software)</li> </ul>
	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the teacher education student's engagement with the Standard during an early professional experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</b>
3	Plan for and implement effective teaching and learning	The teacher education student...	
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<ul style="list-style-type: none"> <li>Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs/varying abilities</li> <li>Differentiates curriculum in lesson plans</li> </ul>
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<ul style="list-style-type: none"> <li>Writes lesson plans detailing such goals through the use of objectives/outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with supervising teacher</li> <li>Seeks to match learning outcomes, content, and teaching strategies to class level in consultation with supervising teacher</li> <li>Reflects with supervising teacher on lesson planning and student learning</li> <li>Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans</li> <li>Takes into account supervising teacher's feedback in relation to content and student management to plan future learning</li> </ul>	<ul style="list-style-type: none"> <li>Implements lesson plans that detail such goals through the use of objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with supervising teacher</li> <li>Utilises the host school's scope and sequences and content overviews to plan appropriate lessons</li> <li>Reflects with supervising teacher on lesson/unit delivery to enhance student learning</li> <li>Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences</li> <li>Takes into account supervising teacher's feedback in relation to content and student management to plan future learning</li> </ul>

3.3.1	Include a range of teaching strategies in teaching.	<ul style="list-style-type: none"> <li>• Develops knowledge of a range of appropriate and engaging materials and resources</li> <li>• Begins to incorporate these into teaching practice and class management</li> <li>• Is willing to plan and incorporate a range of teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management</li> <li>• Demonstrates the ability to plan and incorporate a range of teaching strategies</li> </ul>
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> <li>• Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice</li> <li>• Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons</li> <li>• Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice.</li> <li>• Engages with a variety of technologies to enhance lesson/learning outcomes</li> <li>• Uses resources appropriate to student developmental levels and manages resources professionally</li> <li>• Accesses and uses curriculum support materials effectively</li> </ul>
3.5.1	Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.	<ul style="list-style-type: none"> <li>• Uses effective oral and written communication skills, including the promotion of grammatically acceptable and correct English</li> <li>• Implements the use of vocabulary and metalanguage to develop conceptual understanding</li> <li>• Employs a range of questioning techniques such as open/closed questioning</li> <li>• Begins to acknowledge and develop student responses in an inclusive manner</li> <li>• Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage</li> <li>• Demonstrates and models non-verbal forms of communication, in consultation with the supervising teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Uses effective oral and written communication skills, including the promotion of grammatically acceptable and correct English</li> <li>• Effectively uses vocabulary and metalanguage to develop conceptual understanding</li> <li>• Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding</li> <li>• Acknowledges and logically develops student responses in an inclusive manner.</li> <li>• Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage</li> <li>• Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact, and varying gestures for student engagement and management</li> </ul>
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> <li>• Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g. observational data)</li> <li>• Develops a range of strategies to cater for the diverse range of learners within the class</li> <li>• Accesses assessment criteria in consultation with supervising teacher</li> <li>• Reflects on lessons to inform future planning and to improve pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment</li> <li>• Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class</li> <li>• Inform students by accessing and deconstructing explicit quality criteria for assessment</li> <li>• Reflects on lesson to inform future planning and improve pedagogy</li> </ul>

3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> <li>Communicates effectively with parents and carers in the classroom</li> <li>Consults with the supervisor teacher in order to understand school-home connections, for example, the school homework policy</li> <li>In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance</li> <li>Explores established structures in the school to encourage parents and caregivers to be involved in school or classroom activities</li> <li>Acts professionally, and with the appropriate confidentiality, when communicating with parents and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>Interacts professionally and respectfully with parents and carers</li> <li>Connects school learning to the home context</li> <li>Draws on resources within the community to enhance lesson/unit content</li> <li>Promotes established structures in the school to encourage parents and caregivers to be involved in school or classroom activities</li> <li>Acts professionally, and with the appropriate confidentiality, when communicating with parents and caregivers</li> </ul>
	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the teacher education student's engagement with the Standard during an early professional experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</b>
4	Create and maintain supporting and safe learning environments	The teacher education student...	
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"> <li>Discusses strategies with the classroom teacher</li> <li>Communicates value and respect for students as individuals and learners</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to an inclusive classroom where all students are acknowledged as individuals</li> <li>Models an enthusiastic and positive attitude towards learning</li> </ul>
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> <li>Has learnt and uses students' names</li> <li>Records observations and discusses classroom routines</li> <li>Records observations and discusses techniques that teachers use to support student time spent on learning tasks</li> <li>Observes implementation of classroom management strategies</li> </ul>	<ul style="list-style-type: none"> <li>Employs classroom routines consistently to maximize student learning</li> <li>Plans and delivers lessons that are timed and sequenced to meet the needs of the students</li> <li>Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes</li> </ul>
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> <li>Remains calm and fair</li> <li>Discusses student management techniques that are appropriate and consistently applied</li> <li>Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches</li> <li>Understands the need to establish and work within an identifiable welfare/classroom management system</li> </ul>	<ul style="list-style-type: none"> <li>Applies student management techniques that are appropriate and consistent</li> <li>Handles challenging behaviours quickly, fairly and respectfully, applying judgement based on the context</li> </ul>

4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	<ul style="list-style-type: none"> <li>Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WH&amp;S, duty of care, child protection</li> </ul>	<ul style="list-style-type: none"> <li>Discusses and follows specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WH&amp;S, duty of care, child protection</li> <li>Produces lesson plans that show implementation of school discipline and welfare policies, and positive welfare and classroom practices which reflect school policies</li> <li>Describes the management of student behaviour and safety in accordance with mandatory policies</li> </ul>
4.5.1	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.	<ul style="list-style-type: none"> <li>Discusses strategies which promote safe, responsible and ethical use of ICT in learning and teaching (for example, awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty)</li> </ul>	<ul style="list-style-type: none"> <li>Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching</li> <li>Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty</li> <li>Produces samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT</li> </ul>
	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the teacher education student's engagement with the Standard during an early professional experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</b>
5	Assess, provide feedback and report on student learning	The teacher education student...	
5.1.1	Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.	<ul style="list-style-type: none"> <li>Considers appropriate assessment strategies when developing lessons</li> <li>Records and uses assessment information informally (eg observations of student learning and/or work samples) to monitor student learning</li> </ul>	<ul style="list-style-type: none"> <li>Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning</li> <li>Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks</li> </ul>
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	<ul style="list-style-type: none"> <li>Gives constructive and purposeful feedback to students about their learning progress</li> <li>Provides appropriate encouragement</li> </ul>	<ul style="list-style-type: none"> <li>Builds appropriate reinforcement and feedback into lesson plans</li> <li>Gives timely feedback to enhance student performance and provides direction for future learning (goal setting)</li> </ul>
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	<ul style="list-style-type: none"> <li>Collaborates in producing assessment plans, tasks, marking criteria, marking rubrics</li> <li>Provides student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>Understands the process of moderation and the principle of ensuring consistent teacher judgement</li> <li>Produces assessment plans, tasks, marking criteria, marking rubrics that demonstrate the school or system policy regarding the moderation of assessment activities</li> <li>Collects student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities</li> </ul>

5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> <li>• Considers the types of evidence required to effectively evaluate student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Bases lesson reflections on the evidence gathered through assessment tasks</li> <li>• Explains how assessment data applies to planning and teaching practice</li> </ul>
5.5.1	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	<ul style="list-style-type: none"> <li>• Discusses student achievement with the supervising teacher</li> <li>• Is familiar with the school's reporting procedures and policy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an effective approach to collecting, organizing and storing assessment data consistent with school policies and procedures</li> <li>• Employs a variety of methods to record evidence gathered through assessment activities</li> </ul>
	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the teacher education student's engagement with the Standard during an early professional experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</b>
6	Engage in professional learning	The teacher education student...	
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs	<ul style="list-style-type: none"> <li>• Engages in self-reflection in aspects of Professional Knowledge, Practice and Engagement</li> <li>• Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies specific learning goals in relation to the Standards</li> <li>• Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level.</li> </ul>
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers	<ul style="list-style-type: none"> <li>• Seeks opportunity within the school for professional learning through discussions with staff</li> <li>• Attends professional meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to staff and curriculum meetings where appropriate</li> <li>• Participates in professional teams</li> </ul>
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	<ul style="list-style-type: none"> <li>• Sets short term teaching goals in discussion with their supervising teacher</li> <li>• Receives constructive feedback in a positive and professional manner</li> </ul>	<ul style="list-style-type: none"> <li>• Receives constructive feedback in a positive and professional manner</li> <li>• Sets realistic short and long-term goals with their supervising teacher</li> <li>• Realistically analyses their achievement towards teaching goals</li> </ul>
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	<ul style="list-style-type: none"> <li>• Actively listens to discussions with school community members regarding benefits to ongoing professional learning and collegial sharing of knowledge and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Engages innovatively within the limits of their responsibilities and capabilities</li> <li>• Demonstrates a commitment to teaching and to continuous improvement of their practice</li> <li>• Recognises that teachers are agents of their own professional learning</li> </ul>
	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the teacher education student's engagement with the Standard during an early professional experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</b>
7	Engage professionally with colleagues, parents/carers and the community	The teacher education student...	

7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	<ul style="list-style-type: none"> <li>Behaves ethically and respects the confidentiality of student and school information</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of the relevant codes of ethics that underpin their educational context</li> <li>Reflects critically on personal and professional practice</li> </ul>
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	<ul style="list-style-type: none"> <li>Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies</li> </ul>	<ul style="list-style-type: none"> <li>Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care etc</li> <li>Demonstrates an understanding of evacuation procedures and WHS and the school and system discipline and welfare policies</li> </ul>
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers	<ul style="list-style-type: none"> <li>Employs appropriate and respectful professional communication with school staff, visitors, parents and carers</li> </ul>	<ul style="list-style-type: none"> <li>Establishes respectful collaborative relationships through the use of appropriate language, tone and body language</li> <li>Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and carers</li> </ul>
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	<ul style="list-style-type: none"> <li>Shows willingness to participate with school staff in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>Shows willingness to participate with school staff, external professionals and community representatives, in a range of activities and programs</li> <li>Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development</li> </ul>