Initial Teacher Education- Elaboration of Priority Areas

Purpose and Use

The National Program Standards for Initial Teacher Education require that providers show that graduates of their programs will meet the Graduate career stage of the National Professional Standards for Teachers (Standard 1.1). In addition, Ministers have specified priority areas in which all initial teacher education graduates should develop skills and knowledge.

These statements elaborating the Ministers’ priority areas are intended to provide guidance to providers seeking accreditation and to accreditation panels on the skills and knowledge that graduates are required to develop through the program. It is envisaged that the priority areas will be addressed through the National Professional Standards for Teachers. It is anticipated that providers will demonstrate how their programs enable graduates to gain and demonstrate skills and knowledge in the priority areas throughout their application for accreditation. It is not proposed that additional evidence will be required, beyond that required by the templates in the existing guide to accreditation. There is an expectation that both providers and panels will refer to the elaborations and consider how they are achieved through the program.

Priority areas

The priorities link directly to the Graduate career stage of the National Professional Standards for Teachers and the National Program Standards for Initial Teacher Education.

Initial Teacher Education programs should ensure that the following areas, which are seen as priorities in all Australian jurisdictions, are addressed:

- Aboriginal and Torres Strait Islander education
- Classroom management
- ICT
- Literacy and numeracy
- Students with special educational needs

Initial Teacher Education programs should ensure that all graduates:

- Gain knowledge and skills in the priority areas, as identified in the statements of elaboration
- Are able to link theory and practice so that the knowledge and skills acquired can be applied in practice
- Are able to demonstrate these attributes and are assessed against them in course work and/ or practicum, as appropriate.

As per Program Standard 6.2, programs should be delivered by qualified staff who have expertise and/ or practical experience, where appropriate.
Priority area: ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

Initial Teacher Education Program Outcomes
Initial teacher education programs should ensure that graduate teachers have demonstrated skills and/ or knowledge, as noted below.

Aboriginal and Torres Strait Islander cultures and history
- Knowledge of concepts of histories, contemporary cultures, cultural identity, linguistic background and understanding of their impact on the education of students from Aboriginal and Torres Strait Islander backgrounds
- Understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and knowledge of how to use these to promote reconciliation
- Awareness of local Aboriginal and Torres Strait Islander knowledge and knowledge sources

Teaching strategies
- Knowledge and understanding of effective strategies for meeting the learning needs of Aboriginal and Torres Strait Islander students, including specific literacy, numeracy and English as a Second or Other Language strategies
- Ability to identify culturally inclusive practices in relation to curriculum, classroom teaching and assessment.
- Knowledge of strategies to engender a positive attitude to promote excellence and success in learning outcomes for Aboriginal and Torres Strait Islander students

Inclusion
- Ability to recognise relevant issues for Aboriginal and Torres Strait Islander students and community members in relation to schooling, including an understanding that English may not be their first language
- Ability to examine relevant resources and syllabuses in terms of Aboriginal and Torres Strait Islander perspectives
- Ability to identify communication strategies to develop inclusive educational partnerships with Aboriginal and Torres Strait Islander students, families and communities

Priorities, policies and resources
- Awareness of relevant international, national and local jurisdictional educational priorities and policies that impact on Aboriginal and Torres Strait Islander education
- Knowledge of what constitutes racism and anti-racism strategies, policies and legislation
- Understanding of the roles of Aboriginal and Torres Strait Islander support personnel at system and school levels, and the contribution of Indigenous educational and community organisations in improving educational outcomes for Aboriginal and Torres Strait Islander students

Program Design
Initial teacher education programs may address these issues in specific units of study or by embedding them across the program of study.
Appropriately qualified Aboriginal people (teachers, lecturers, educators and/or community members) should be consulted on an ongoing basis on the design and development of Aboriginal and Torres Strait cultural content and, where possible, be involved in its delivery and evaluation. Culturally appropriate support for Indigenous preservice teachers should be provided through the local Indigenous support unit, including by phone or electronically during professional experience placements.

The Ministers’ priority areas link to the National Professional Standards for Teachers (Graduate stage). All professional standards have a bearing on the skills and abilities required by the priority areas. The Aboriginal and Torres Strait Islander Education priority area is specifically relevant to the Standards noted below. See page 7 for the full list of Standards.
**Priority area: CLASSROOM MANAGEMENT**

Initial Teacher Education Program Outcomes

Initial teacher education programs should ensure that graduate teachers have demonstrated skills and/or knowledge, as noted below.

Knowledge

- Understanding of how effective teaching, including curriculum rigor, engagement, participation and inclusion, is a key factor in effective classroom management
- Knowledge of child and adolescent development, student well-being and mental health, and an understanding of the implications for learning and the management of behaviour
- Understanding of anti bullying strategies and how to identify and respond to bullying, including cyberbullying, in different contexts and cohorts

Teaching Strategies

- Ability to enact appropriate strategies that respond to the learning needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
- Ability to design and implement plans and strategies that can be used within classrooms and other school settings to facilitate a positive classroom climate. These strategies could include (but not be limited to):
  - the promotion of positive student behaviour and positive relationships within the classroom
  - support of students with special needs within the classroom and wider school settings, including practical strategies to facilitate the students’ success
  - effective communication with parents/care-givers and communities
  - intervention to manage disruptive student behaviour
  - discipline/crisis/emergency response for disruptive student behaviour
- Ability to successfully manage student behaviour, as demonstrated within the professional experience component of the program
- Ability to work with colleagues to develop and implement practical approaches to managing students with challenging behaviours in a whole-school context
- Ability to develop strategies to minimise physical and emotional bullying, and to support students who have been victims of bullying and to respond to perpetrators

Priorities, policies and resources

- Understanding of key systemic policy documents and legislative requirements, resources, personnel and referral agencies that assist teachers to create effective learning environments and interpersonal relationships
- Awareness and understanding of the whole-school approach to student welfare/discipline policies and/or approaches to classroom and student management adopted by professional experience schools and the evidence on which these are based

Program Design

Initial teacher education programs may address these issues in specific units of study or by embedding them across the program of study.

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The Ministers’ priority areas link to the National Professional Standards for Teachers (Graduate stage). All professional standards have a bearing on the skills and abilities required by the priority areas. Classroom management priority area is specifically relevant to the Standards noted below. See page 7 for the full list of Standards.

<table>
<thead>
<tr>
<th>Standard 1: Know students and how they learn</th>
<th>Standard 3: Plan for and implement effective teaching and learning</th>
<th>Standard 4: Create and maintain supportive and safe learning environments</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus area 1.1:</strong> Physical, social and intellectual development and characteristics of students</td>
<td><strong>Focus Area 3.5:</strong> Use effective classroom communication</td>
<td><strong>Focus Area 4.3:</strong> Manage challenging behaviour</td>
</tr>
</tbody>
</table>
**Priority area: INFORMATION AND COMMUNICATION TECHNOLOGIES**

Initial Teacher Education Program Outcomes
Initial teacher education programs should ensure that graduate teachers have demonstrated skills and/or knowledge, as noted below.

Knowledge
- Understanding of the underlying social and pedagogical implications of ICT and their application to education
- Knowledge of responsible and ethical use of digital information including in relation to plagiarism, copyright, censorship, bullying and privacy

Teaching strategies
- Understanding of innovative use of information and communication technologies in enhancing student learning
- Understanding of the capacity of ICT to support differentiated student-centred learning and the development of critical and creative thinking
- Ability to select and evaluate ICT-based learning materials and software and integrate them into their teaching
- Ability to effectively employ ICT applications to support specific syllabus outcomes, content and processes
- Ability to design a range of ICT-based assessment tasks linked to curriculum outcomes
- Understanding of the collaborative and student led nature of effective ICT-mediated learning

Using information
- Understanding of the issues of appropriate access to, and verification of, information gained from a variety of sources including the Internet and other digital resources
- Ability to critically evaluate, retrieve, manipulate and manage the information from a range of digital sources including social media

Technical skills
- Understanding of the range of applications and adaptive technologies available to support students with special needs
- Ability to construct and manipulate texts and images, create presentations and store and retrieve digital information for classroom and on-line learning
- Ability to use appropriate digital resources for student profiling and reporting, lesson preparation and class/faculty administration
- Ability to safely and effectively use ICT in online collaborative environments

**Program Design**
Initial teacher education programs may address these issues in specific units of study or by embedding them across the program of study.

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*The Ministers' priority areas link to the National Professional Standards for Teachers (Graduate stage). All professional standards have a bearing on the skills and abilities required by the priority areas. The ICT priority area is specifically relevant to the Standards noted below. See page 7 for the full list of Standards.*
**Priority area: LITERACY AND NUMERACY**

Initial Teacher Education Program Outcomes
Initial teacher education programs should ensure that graduate teachers have demonstrated skills and/or knowledge, as noted below.

Knowledge
- Understanding of the literacy and numeracy demands of the curriculum areas they teach
- Understanding of the pervasive nature of literacy and numeracy and their role in everyday situations, and of the importance of home and community literacy and numeracy practices
- Awareness that all students can be literate and numerate
- Understanding of the diversity of literacy and numeracy abilities and the needs of learners, including English as a Second or Other Language needs
- Understanding of the explicit teaching of reading and writing, speaking and listening appropriate to their level and area of teaching
- Sound knowledge of mathematics appropriate to their level and area of teaching
- Knowledge of contemporary understandings of research evidence related to teaching reading, writing, speaking, listening and mathematics appropriate to their level and area of teaching
- Knowledge of a range of resources to support students’ literacy and numeracy learning, appropriate to their level and area of teaching

Teaching strategies
- Ability to identify the literacy and numeracy needs of students and understand a range of strategies to support those needs
- Ability to analyse the literacy and numeracy demands of the subjects and curriculum in their teaching areas
- Ability to recognise and exploit opportunities to support literacy and numeracy learning within their curriculum areas
- Ability to develop units of work and teaching plans that embody a literacy and numeracy focus and incorporate the effective use of literacy and numeracy strategies and assessment tasks to inform teaching and the selection of subject matter
- Ability to analyse student work samples to identify areas of literacy and numeracy need
- Ability to provide accurate written and oral feedback for students in relation to their literacy and numeracy development
- Ability to develop specific strategies to cater for students requiring additional support
- Ability to interpret data (school-based and system) to make informed decisions about student literacy and numeracy needs in the context of their subject and in a broader whole school context
- Ability to teach reading and writing, speaking and listening and mathematics appropriate to their level and area of teaching using approaches based on knowledge and evidence
- Where relevant, ability to use a range of effective teaching and assessment strategies in reading, writing, speaking, listening and mathematics.
- Where relevant, ability to sequence reading, writing and mathematical learning experiences appropriately

Program Design
Initial teacher education programs may address these issues in specific units of study or by embedding them across the program of study.

The Ministers’ priority areas link to the National Professional Standards for Teachers (Graduate stage). All professional standards have a bearing on the skills and abilities required by the priority areas. The literacy and numeracy priority area is specifically relevant to the Standards noted below. See page 7 for the full list of Standards.

<table>
<thead>
<tr>
<th>Standard 2: Know the content and how to teach it</th>
<th>Focus area 2.1: Content and teaching strategies of the teaching area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus area 2.5: Literacy and numeracy strategies</td>
<td>Focus area 2.5: Literacy and numeracy strategies</td>
</tr>
</tbody>
</table>
Priority area: STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Initial Teacher Education Program Outcomes
In inclusive classrooms graduate teachers will work with the full spectrum of children in terms of abilities, difficulties and special needs, including learning difficulties and giftedness. Initial teacher education programs should ensure that graduate teachers have demonstrated skills and/or knowledge, as noted below.

Knowledge
- Understanding of child and adolescent development and milestones
- Understanding of the broader implications of special educational needs on learning and the responsibilities of teachers
- Understanding of the likely impacts that special needs may have on a student's access to and participation in learning

Teaching strategies
- Ability to identify individual learning needs and, with appropriate specialist support, apply strategies to address such needs in the school and classroom environment
- Understanding of strategies for engaging and collaborating with parents/care-givers and other professionals in order to better support students with special educational needs
- Ability to use curriculum based assessment and monitoring procedures for identifying prior achievement and making differentiated assessment and learning decisions, including the reasonable adjustments required to enable students to meet curriculum outcomes
- Ability to plan, implement and evaluate programs, with appropriate specialist support, in order to include the specific learning needs of students

Priorities, policies and resources
- Broad understanding of how programs and resources can meet specific learning needs of all students, including inclusive education practices, specialist support and government and community services.
- Knowledge of legislative responsibilities and educational policies as they relate to educational settings for students with special needs

Program Design
Initial teacher education programs may address these issues in specific units of study or by embedding them across the program of study.

The Ministers’ priority areas link to the National Professional Standards for Teachers (Graduate stage). All professional standards have a bearing on the skills and abilities required by the priority areas. The students with special educational needs priority area is specifically relevant to the Standards noted below. See page 7 for the full list of Standards.
<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>Standard</th>
<th>1. Know students and how they learn</th>
<th>Focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Focus areas</td>
<td>1. Physical, social and intellectual development and characteristics of students</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>Understand how students learn</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>Strategies to support full participation of students with disability</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>Strategies for teaching Aboriginal and Torres Strait Islander students</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>1.5</td>
<td>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
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<tr>
<td></td>
<td>1.6</td>
<td>Strategies to support full participation of students with disability</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>Standard</td>
<td>2. Know the content and how to teach it</td>
<td>Focus areas</td>
</tr>
<tr>
<td></td>
<td>Focus areas</td>
<td>2.1 Content and teaching strategies of the teaching area</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>Content selection and organisation</td>
<td>Organise content into an effective learning and teaching sequence.</td>
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<td></td>
<td>2.3</td>
<td>Curriculum, assessment and reporting</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
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<td></td>
<td>2.4</td>
<td>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
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<tr>
<td></td>
<td>2.5</td>
<td>Literacy and numeracy strategies</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
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<td></td>
<td>2.6</td>
<td>Information and Communication Technology (ICT)</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>Standard</td>
<td>3. Plan for and implement effective teaching and learning</td>
<td>Focus areas</td>
</tr>
<tr>
<td></td>
<td>Focus areas</td>
<td>3.1 Establish challenging learning goals</td>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
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<td></td>
<td>3.2</td>
<td>Plan, structure and sequence learning programs</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
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<td>3.3</td>
<td>Use teaching strategies</td>
<td>Include a range of teaching strategies.</td>
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<td></td>
<td>3.4</td>
<td>Select and use resources</td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
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<td></td>
<td>3.5</td>
<td>Use effective classroom communication</td>
<td>Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.</td>
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<td></td>
<td>3.6</td>
<td>Evaluate and improve teaching programs</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
</tr>
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<td></td>
<td>3.7</td>
<td>Engage parents/carers in the educative process</td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process.</td>
</tr>
<tr>
<td>Focus areas</td>
<td>4. Create and maintain supportive and safe learning environments</td>
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<tr>
<td>4.1 Support student participation</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
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<td>4.2 Manage classroom activities</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
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<tr>
<td>4.3 Manage challenging behaviour</td>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
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<tr>
<td>4.4 Maintain student safety</td>
<td>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
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<tr>
<td>4.5 Use ICT safely, responsibly and ethically</td>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Focus areas</th>
<th>5. Assess, provide feedback and report on student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Assess student learning</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
</tr>
<tr>
<td>5.2 Provide feedback to students on their learning</td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
</tr>
<tr>
<td>5.3 Make consistent and comparable judgements</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
</tr>
<tr>
<td>5.4 Interpret student data</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
</tr>
<tr>
<td>5.5 Report on student achievement</td>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Focus areas</th>
<th>6. Engage in Professional learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Identify and plan professional learning needs</td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.</td>
</tr>
<tr>
<td>6.2 Engage in professional learning and improve practice</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
</tr>
<tr>
<td>6.3 Engage with colleagues and improve practice</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
</tr>
<tr>
<td>6.4 Apply professional learning and improve student learning</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Focus areas</th>
<th>7. Engage professionally with colleagues, parents/carers and the community</th>
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</thead>
<tbody>
<tr>
<td>7.1 Meet professional ethics and responsibilities</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
</tr>
<tr>
<td>7.2 Comply with legislative, administrative and organisational requirements</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
</tr>
<tr>
<td>7.3 Engage with the parents/carers</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
</tr>
<tr>
<td>7.4 Engage with professional teaching networks and broader communities</td>
<td>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</td>
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</tbody>
</table>