



## DOCUMENT 4

### MANDATORY AREAS OF STUDY

#### SUPPLEMENTARY DOCUMENTATION FOR MEETING THE GRADUATE TEACHER STANDARDS IN INITIAL TEACHER EDUCATION PROGRAMS

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#### SECTION 1: INTRODUCTION

Initial teacher education programs approved by the NSW Institute of Teachers require documentation that demonstrates how the Graduate Teacher Standards will be met in the program.

Programs are considered by the Institute under the provisions of the *Policy and Procedures for Approval of Initial Teacher Education Programs*. The following supplementary documentation sets out the requirements of a number of the Graduate Teacher Standards to assist teacher education institutions in the development of their programs and to assist the Institute's ITEC Panels and the Initial Teacher Education Committee in considering programs for approval.

Since 1994 teacher education programs in NSW have required inclusion of a semester unit of study in special education and since 2000 teacher education graduates have been required to demonstrate a minimum proficiency in information and communication technologies (ICT).

The Graduate Teacher Standards of the NSW Institute of Teachers were approved by the Minister for Education and Training in 2005. The Standards incorporate the requirements for special education and ICT and establish additional requirements in the areas of literacy, Aboriginal education, classroom management and teaching students from non English speaking backgrounds.

In addition to a specific special education unit, teacher education programs should ensure that the above requirements are addressed in all appropriate components of the program where relevant to the Graduate Teacher Standards. The program should allow pre-service teachers to demonstrate *learning outcomes* related to these requirements through curriculum and assessment strategies and professional experiences.

All initial teacher education programs include professional experience placements for teacher-supervised classroom practice. The Graduate Teacher Standards underpin the assessment of pre-service teachers in their practicum, internship and other professional placements in the course of their program.

The documentation of an initial teacher education program should clearly establish the ways in which the program will enable graduates of the program to meet the Graduate Teacher Standards.

The documentation should describe sources of evidence that will be used to demonstrate achievement of each Graduate Teacher Standard.

The following documentation relates to Graduate Teacher Standards 1.1.4, 2.1.1, 2.1.2, 2.1.5, 2.1.6, 4.1.5, 5.1.5, 5.1.6, 6.1.8, 7.1.5 in particular but it is emphasised that various Standards across all seven Elements of the Graduate Teacher Standards are relevant to the areas addressed in the documentation. Teacher education programs should include appropriate content across the whole program to ensure that graduates meet the Graduate Teacher Standards.

## **SECTION 2: ESSENTIAL REQUIREMENTS IN THE NOMINATED AREAS OF THE STANDARDS**

### **SECTION 2.1 LITERACY**

Teachers should have high standards of personal literacy, be familiar with the literacy demands of the curriculum areas they teach, be able to identify the literacy needs of all their students and possess a range of literacy strategies to meet those needs.

Teachers also need to demonstrate an understanding of the explicit teaching of reading and writing, speaking and listening appropriate to their level and area of teaching.

Teacher education programs need to ensure that Graduate Teachers have:

- analysed the literacy demands of the subjects and syllabuses in their teaching areas
- developed units of work and teaching plans that embody a literacy focus and incorporate the effective use of literacy strategies and assessment tasks to inform teaching and the selection of subject matter
- considered the relevance of home and community literacy practices
- analysed student work samples to identify areas of literacy need
- provided accurate written and oral feedback for students in relation to their literacy development
- developed specific strategies to cater for students requiring additional support
- interpreted data (school-based and system) to make informed decisions about student literacy needs in the context of their subject and in a broader whole school context.

Programs should sustain a continuity of literacy focus across the program including the development of the personal literacy capacity of the graduates.

A key objective of primary programs will be to prepare pre-service teachers to teach reading, with a focus on contemporary understandings of evidence-based findings and an integrated, explicit and systematic approach to the teaching of reading, with a range of models, including instruction on how to teach phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension, and writing (including grammar and spelling), speaking and listening.

Inclusive approaches to literacy teaching should be developed within the context of an understanding of child and adolescent development and in the socio-cultural context of students. This may include students' socio-economic status, geographic isolation and access to resources and support drawn from the home and community.

Secondary programs must address literacy teaching within all subject areas to prepare teachers to continue the literacy development of their students throughout secondary schooling in all curriculum areas.

The professional experience program should include a focus on developing and demonstrating literacy strategies appropriate to the subject area and the identified needs of students consistent with the requirements for graduates outlined above.

### **SECTION 2.2 ABORIGINAL EDUCATION**

Teachers need to understand Aboriginal history and its significance for the diversity of Aboriginal cultures and perspectives.

Teachers need to demonstrate understanding and knowledge of the specific learning needs of Indigenous students in rural and urban settings. They need to understand what constitutes racism and anti-racism strategies, policies and legislation and have an awareness of the key stakeholders in Aboriginal education.

Teachers need to understand the impact of culture, cultural identity and diversity in schooling, specific culture and language learning needs of Aboriginal students and appropriate teaching strategies.

Teacher education programs need to ensure that Graduate Teachers have:

- studied Aboriginal history and cultures
- investigated concepts of culture, Aboriginal English, identity and cultural diversity with regard to education and the impact of cultural and linguistic factors on the performance of Aboriginal students in schools
- examined national and NSW educational priorities and policies which impact on Aboriginal education
- recognised relevant issues for Aboriginal students and community members in relation to schooling
- examined the roles of Aboriginal support personnel within systems and at school, and the contribution of Indigenous educational and community organisations in improving educational outcomes for Aboriginal students
- developed effective teaching and learning strategies for meeting the needs of Indigenous students across the full range of the Graduate Teacher Standards, including specific literacy and numeracy strategies and communication strategies to develop learning partnerships with Aboriginal families and communities
- examined Aboriginal perspectives embedded in relevant syllabuses
- developed strategies for the full inclusion of Indigenous students in the educational life of classrooms and schools
- developed skills in addressing the educational needs of Aboriginal students including
  - reflection on the assumptions underpinning one's teaching practice
  - capacity to assess the appropriateness of resources
  - applying culturally inclusive practices in relation to curriculum, classroom teaching and assessment
  - strategies for the establishment of partnerships with Aboriginal parents and communities for the education of Aboriginal students

Development, design, delivery and evaluation of teacher education programs will require consultation and ongoing liaison with Aboriginal and Torres Strait Islander educators and communities. Appropriately qualified Aboriginal people (teachers, lecturers, educators and/or community members) should be consulted with in the design of Aboriginal cultural content and desirably involved in its delivery. Culturally appropriate support for Indigenous students in teacher education programs should be provided, for example in professional experience placements.

Teacher education programs will commonly address these issues in an Aboriginal Education unit as well as across the program generally. The Institute will undertake further research on the approach to Aboriginal educational issues in NSW teacher education programs and invite the participation of teachers, teacher educators, employing authorities and relevant Aboriginal organisations in this endeavour. The documentation and requirements will be reviewed on the basis of this research.

### **SECTION 2.3      *TEACHING STUDENTS FROM NON-ENGLISH SPEAKING BACKGROUNDS***

Teachers need to understand the impact of culture, cultural identity and diversity in schooling, specific culture and language learning needs of students and appropriate teaching strategies.

Teachers need to be able to work collaboratively with specialist teachers and school community liaison personnel supporting students from culturally and linguistically diverse backgrounds and establish an inclusive and collaborative classroom culture.

Teacher education programs need to ensure that Graduate Teachers have:

- studied multiculturalism as a social policy response to cultural and linguistic diversity, and its influence on policy and legislation in the areas of migration, citizenship, anti-discrimination and human rights
- investigated current multicultural, anti-racism and ESL education policies, programs and services and their role in contributing to student outcomes and the equity and quality of school education

- reflected on cultural assumptions in their own teaching and schooling practices and identified implications for improving teaching and learning
- assessed the cultural and language demands and biases of classroom resources and modified and used them appropriately
- investigated concepts of culture, identity and cultural diversity with regard to education and the impact of cultural and linguistic factors on the performance of students in schools
- examined strategies and issues in relation to the education of linguistic minority students including the nature and duration of second language and literacy learning; outcomes of schooling for different cultural/linguistic groups; ESL education; bilingual and community languages education
- developed skills in applying culturally inclusive practices in relation to the curriculum, classroom teaching and assessment
- developed effective teaching and learning strategies for teaching second language learners in the context of the mainstream classroom and the range of key learning areas, and for working with ESL and Community Language teachers
- developed strategies for the establishment of partnerships with parents and community for the education of students from culturally and linguistically diverse backgrounds
- examined ethical issues related to education in a culturally and linguistically diverse society, and developed strategies in the areas of values education, civic and citizenship education, and the comparative study of religion.

#### **SECTION 2.4 SPECIAL EDUCATION**

Teachers need to deliver classroom programs so that they incorporate the learning needs of all students through effective teaching practices. They need to provide teaching programs that meet the diverse learning needs of all of their students including those with disabilities, behaviour disorders and difficulties in learning.

In addition to a specific special education unit, teacher education programs should ensure that special education perspectives are addressed in all appropriate components of the program where relevant to the Graduate Teacher Standards.

It is desirable that teacher education institution staff delivering the special education unit will have qualifications, theoretical expertise and practical experience in special education. In addition teacher education institutions need to ensure that liaison officers undertaking visits to schools understand special education perspectives.

Teacher education programs need to ensure that Graduate Teachers have:

- understood the likely impact that a disability, behaviour disorder or difficulties in learning might have on a student's access to and participation in learning
- demonstrated knowledge of disability legislation and educational policies in relation to disability. Policies will include Occupational Health and Safety, and Risk Assessment as they relate to educational settings for students with disabilities, and the requirements of the Commonwealth *Disability Discrimination Act (1992) (DDA)* and *Standards for Education*
- analysed the range of learners and special education provisions across NSW, features of an inclusive school, school planning teams, the responsibilities of teachers and the community and available services
- applied skills in using curriculum based assessment to identify starting points and reasonable adjustments required to enable students to meet syllabus outcomes
- demonstrated how to meet the specific learning needs of students through inclusive education practices, including problem solving processes and application of the concept of reasonable adjustment
- addressed the normal course of children's language development and the implications of delay or disorder for their learning
- planned, implemented and evaluated programs for the specific learning needs of students

- identified strategies for collaborating with other professionals and parents/care-givers to identify learning outcomes for students and the reasonable adjustments and learning accommodations required to achieve these
- developed strategies to implement Board of Studies (BOS) syllabus documents including Life Skills outcomes and content, and additional literacy and numeracy support
- used assessment and monitoring procedures and data for making instructional decisions
- demonstrated confidence in interacting with students and a commitment to meeting their educational needs.

## **SECTION 2.5 CLASSROOM AND BEHAVIOUR MANAGEMENT**

Teachers need the knowledge and skills to establish positive learning environments that allow all students to participate fully in the educational activities of the school. This includes the application of an appropriate range of prevention, intervention and response strategies in managing classroom and individual student behaviour, risk assessment and risk management, as well assessment of learning to better plan these strategies.

Teachers need to understand and respond to a range of challenging student behaviour (such as disruptive, bullying, disengaged and undermining behaviours), and select appropriate management and welfare strategies for a range of classroom and community contexts. They also need to access school and system support structures, liaise with professional groups, referral agencies and advocates in the provision of services for students with learning difficulties and special needs and recognise ethical and legal responsibilities associated with behaviour management.

Teacher education programs need to ensure that Graduate Teachers have:

- studied child and adolescent development, student well-being and mental health, and the implications for learning and the management of behaviour
- examined and questioned personally held beliefs relevant to the development of effective classroom and student management strategies
- analysed the philosophies/beliefs of differing school communities, including culturally and linguistically diverse communities, about learning and behaviour and how these may affect teaching practice
- understood key policy documents, resources, personnel and referral agencies that assist teachers to create effective learning environments and interpersonal relationships
- demonstrated knowledge of OH&S and risk management legislation as it relates to students with a history, or current presentation, of significant behavioural difficulties, including violence
- engaged in an active learning process linking theory and practice so that knowledge, skills and attitudes acquired can be applied appropriately in class and individual management situations
- developed a range of relevant plans and strategies that they can trial and utilise within classrooms and other school settings; including plans and strategies for
  - positive student behaviour and promotion of positive relationships within the classroom
  - intervention to manage student disruptive behaviour
  - discipline/crisis/emergency response for disruptive student behaviour
  - 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
- addressed learning about behaviour management within the framework of the professional experience component of the program
- evaluated their own teaching, learning and classroom management skills and modified these as appropriate
- engaged in

- case-based learning drawn from experience
- specific preparation in classroom management strategies for the commencement of teaching
- examination of student welfare/discipline policies or approaches to behaviour management adopted by placement schools and the theories on which these are based.

## **SECTION 2.6      INFORMATION AND COMMUNICATION TECHNOLOGIES**

Teachers need to integrate information and communication technologies (ICT) within effective teaching and learning strategies to expand opportunities for students in their subject/teaching area/s, with applications appropriate to the stages of learning.

Teachers need to explore, adapt and shape their technological understandings and skills and demonstrate safe, responsible and legal use of ICT in their teaching.

Learning about and using information and communication technologies should be addressed through all teacher education units with specific assignments and assessments that investigate the use of ICT teaching and learning strategies. During in-school experience pre-service teachers are required to deliver effective teaching and learning activities that employ ICT to achieve their learning outcomes.

Teacher education programs need to ensure that Graduate Teachers have:

- an understanding of the underlying pedagogical assumptions of ICT, eg gender and ethnic bias, educational relevance, social impact, suitability for the classroom environment, for cooperative learning and for peer interaction
- considered the issues of appropriate access to, and verification of, information gained from a variety of sources including the Internet
- an understanding of innovation in information and communication technologies and their potential for enhancing student learning
- developed an awareness of the range of applications and adaptive technologies available to support students with special needs
- selected and evaluated ICT-based learning materials and software for educational purposes
- effectively employed ICT applications to support specific syllabus outcomes, content and processes
- developed skills to design a range of ICT-based assessment tasks employing marking criteria clearly linked to syllabus outcomes
- understood requirements that they and their students use electronic information appropriately including in relation to plagiarism, copyright, censorship and privacy
- developed a capacity to employ software to construct texts, manipulate images, create presentations, generate digital sound and visual sequences, store and retrieve digital information for classroom and on-line learning
- demonstrated a capacity to critically evaluate, retrieve, manipulate and manage the information from sources such as the Internet, CD-ROMS, DVD-ROMS and other commercial programs
- successfully used software that supports social networks and communication including email, forums, chat and list services
- developed a capacity to use appropriate software for student profiling and reporting, lesson preparation and class/faculty administration.