

**Form B: NSW Standards for Graduating Teachers**

This Checklist is to be completed by the Exit Interview Panel at the completion of the exit interview. It constitutes an assurance of the pre-service teacher's demonstration of evidence against the *Standards for Graduating Teachers*. The Pre-service Teacher is to include the completed form in their electronic portfolio for use in creation of Resumes and Curriculum Vitae.

<b>Pre-service Teacher</b>		<b>Student number</b>	<b>Unit ETP320</b> <u>Unit ETP426</u>	
Rosemarie Moore		5237568	Please circle relevant unit	
<b>School</b>	Lane Cove West Public	<b>State or Territory</b>	NSW	<b>Date of Completion</b>
Mentor teacher Michelle Fogarty		Professional Learning Leader (where applicable) Bronwyn Neal (Deputy Principal)		
<b>DOMAIN</b>	<b>STANDARD</b>	<b>Satisfactory</b> Please Indicate	<b>Developing Satisfactorily</b> Please Indicate	<b>Unsatisfactory</b> Please Indicate
<b>PROFESSIONAL KNOWLEDGE</b>  1 Teachers know their subject content and how to teach that content to their students.	1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	1.1.4 Demonstrate current knowledge and proficiency in the use of the following: <ul style="list-style-type: none"> <li>• Basic operational skills</li> <li>• Information technology skills</li> <li>• Software evaluation skills</li> <li>• Effective use of the internet</li> <li>• Pedagogical skills for classroom management.</li> </ul>	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U

<b>PROFESSIONAL KNOWLEDGE</b>	2 Teachers know their students and how they learn	2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
		2.1.2 Demonstrate knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns.			
		2.1.3 Demonstrate knowledge of students' different approaches to learning.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
		2.1.4 Demonstrate knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
		2.1.5 Demonstrate knowledge and understanding of specific strategies for teaching:			
		<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander students</li> <li>• Students with Special Education Needs</li> <li>• Non-English Speaking Background students</li> <li>• Students with Challenging Behaviours.</li> </ul>	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
<b>PROFESSIONAL KNOWLEDGE</b>	3 Teachers plan, assess and report for effective learning.	2.1.6 Demonstrate knowledge of a range of literacy strategies to the meet the needs of all students including:			
		<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander students</li> <li>• Students with Special Education Needs</li> <li>• Non-English Speaking Background students</li> <li>• Students with Challenging Behaviours.</li> </ul>	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
		3.1.1 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
		3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
		3.1.3 Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U



<b>PROFESSIONAL PRACTICE</b>  4 Teachers communicate effectively with their students	3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	3.1.6 Demonstrate knowledge of the link between outcomes and assessment strategies.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	3.1.7 Give helpful and timely oral and written feedback to students.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	3.1.8 Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students' progress.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	3.1.9 Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	4.1.1 Communicate clear directions to students about learning goals.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	4.1.2 Demonstrate a range of questioning techniques designed to support student learning.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	4.1.3 Listen to students and engage them in classroom discussion.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
4.1.4 Use student group structures as appropriate to address teaching and learning goals.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U	
4.1.5 Use a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U	
<b>PROFESSIONAL PRACTICE</b>	5.1.1 Demonstrate a variety of strategies to develop rapport with all students.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U

5 Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.	5.1.2 Establish supportive learning environments where students feel safe to risk full participation.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	5.1.3 Demonstrate strategies to create a positive environment supporting student effort and learning.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	5.1.5 Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	5.1.7 Understand specific requirements for ensuring student safety in schools.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	<b>PROFESSIONAL PRACTICE</b> 6 Teachers continually improve their professional knowledge and practice	6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D
6.1.2 Demonstrate knowledge of the professional standards framework and its impact on the professional life of a teacher.		<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
6.1.3 Demonstrate knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth.		<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context.		<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
6.1.5 Accept constructive feedback to improve and refine teaching and learning practices.		<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content.		<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
6.1.7 Explore educational ideas and issues through research.		<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U

<b>PROFESSIONAL ENGAGEMENT</b>  7 Teachers are actively engaged members of their profession and the wider community.	6.1.8 Recognise the range of policies and policy documents that teachers in NSW may need to comply with following employment in a school.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	7.1.1 Demonstrate the capacity to communicate effectively with parents and caregivers.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	7.1.2 Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents and caregivers.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	7.1.3 Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	7.1.4 Demonstrate the capacity to work effectively with external professionals, teachers' aides and community-based personnel to enhance student learning opportunities.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U

Mentor teacher name and signature: Michelle Fogarty MFogarty Date: 11.6.13

Preservice teacher name and signature: Rosemarie Moore RM Date: 11.6.13