

## TEMPLATE B

### APPLICATION FOR ACCREDITATION OR RE-ACCREDITATION

#### OF AN INITIAL TEACHER EDUCATION PROGRAM

##### Graduate Teacher Standards Mapping Matrix

This template requires providers to identify how the **Graduate Teacher Standards** will be, or are, met in their program.<sup>1</sup> In the case of re-accreditation, all required information should be provided, even if details have not changed since any previous accreditation. Attention should be drawn to any areas that have changed since the original submission.

This template is designed to:

- assist higher education providers to indicate how the program will ensure that graduates meet the Graduate Teacher Standards
- help higher education providers to ensure that the program addresses all the Graduate Teacher Standards
- assist the accreditation panel to identify where in the program each Graduate Teacher Standard is met
- assist the panel in making its decision.

The completed template must be included for all program applications for accreditation. Completion of the template should primarily consist of cross-referencing to the relevant section(s) in program documentation (usually unit outlines) and any supporting material.

Use of the matrix is not intended to be onerous for either providers or panels. **It is recognised that one standard may be achieved in several units of the program and one unit may assist students to meet several different standards. Providers need not reference every single location where a particular standard is addressed, but should ensure the main places are included. If a standard is addressed in a number of places in the program, it is necessary only to include major examples.** The template should be completed electronically so that the cells can be expanded as required.

It is also recognised that, particularly for undergraduate programs, unit outlines may not be fully developed for the later years of a program. In this case, sufficient detail should be provided to give a panel assurance that the relevant Graduate Teacher Standards will be addressed during the program.

The provider should indicate the evidence which would be provided at the site visit if the Authority requires one. The requirement for a site visit is at the discretion of the Authority.

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<sup>1</sup> Illustrations of practice that model the Graduate Teacher Standards in action are currently being developed. These illustrations will allow teacher educators and their students to benchmark practice and assess performance against the Graduate Teacher Standards, giving confidence that students are meeting the Graduate Teacher Standards as identified through the template..

**Template B: GRADUATE TEACHER STANDARDS**

Following is a description of what should be contained in the two blank columns in Template B.

**Program response to the Graduate Teacher Standards:** Indicate where the Graduate Teacher Standards are addressed, practised and assessed in the program. This is accomplished by referencing the sections in the program documentation (for example unit outlines) where this is evident.

**Evidence:** Indicate what evidence there is, or will be, of individual students' attainment of the standard and how it is or will be collected. This is accomplished by referencing the sections in the program documentation (for example unit outlines) where this is evident. Providers are encouraged to make use of a range of types of evidence.

**If a standard is addressed in a number of places in the program, it is necessary only to include major examples.**

<b>Standard one title:</b> <i>Know students and how they learn</i>	<b>Program response to the Graduate Teacher Standards</b>	<b>Evidence of students' attainment of the standard and how it is or will be collected</b>
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.		
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.		
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.		
1.4 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.		
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.		

1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.		
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<b>Standard two title:</b> <i>Know the content and how to teach it</i>	<b>Program response to the Graduate Teacher Standards</b>	<b>Evidence of students' attainment of the standard and how it is or will be collected</b>
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.		
2.2 Organise content into an effective learning and teaching sequence.		
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.		
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.		
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.		
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.		

<b>Standard three title:</b> <i>Plan for and implement effective teaching and learning</i>	<b>Program response to the Graduate Teacher Standards</b>	<b>Evidence of students' attainment of the standard and how it is or will be collected</b>
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.		
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.		

3.3 Include a range of teaching strategies.		
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.		
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.		
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.		
3.7 Describe a broad range of strategies for involving parents/carers in the educative process.		
<b>Standard four title: <i>Create and maintain supportive and safe learning environments</i></b>	<b>Program response to the Graduate Teacher Standards</b>	<b>Evidence of students' attainment of the standard and how it is or will be collected</b>
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.		
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.		
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.		
4.4 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.		
4.5 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.		

<b>Standard five title:</b> <b><i>Assess, provide feedback and report on student learning</i></b>	<b>Program response to the Graduate Teacher Standards</b>	<b>Evidence of students' attainment of the standard and how it is or will be collected</b>
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.		
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.		
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.		
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.		
5.5 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.		

<b>Standard six title:</b> <b><i>Engage in professional learning</i></b>	<b>Program response to the Graduate Teacher Standards</b>	<b>Evidence of students' attainment of the standard and how it is or will be collected</b>
6.1 Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.		
6.2 Understand the relevant and appropriate sources of professional learning for teachers.		
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.		
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.		

<b>Standard seven title:</b> <i>Engage professionally with colleagues, parents/carers and the community</i>	<b>Program response to the Graduate Teacher Standards</b>	<b>Evidence of students' attainment of the standard and how it is or will be collected</b>
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.		
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.		
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.		
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.		