NSW Supplementary Documentation: Elaborations in Priority Areas

December 2017
Table of Contents

1 Purpose and Use........................................................................................................................................3
2 Priority Areas............................................................................................................................................3
3 Priority area: Aboriginal and Torres Strait Islander Education.........................................................3
4 Priority area: Classroom Management.................................................................................................3
5 Priority area: Information and Communication Technologies..........................................................3
6 Priority area: Literacy and Numeracy......................................................................................................9
7 Priority area: Students with Disability..................................................................................................11
8 Priority area: Teaching Students with English as an Additional Language or Dialect (EAL/D) .................................................................................................................................13
1 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 Australian Professional Standards for Teachers (Program Standard 1.1). In addition, there are a number of priority areas in which all initial teacher education graduates should develop skills and knowledge.

These elaborations in the nationally agreed priority areas are intended to provide guidance to providers seeking program accreditation and also to accreditation panels on the skills and knowledge that graduates are required to develop through the program. It is anticipated that providers will demonstrate how their programs enable graduates to gain and demonstrate skills and knowledge in the priority areas in their application for accreditation.

A template has been developed to assist NSW providers to demonstrate how the priority areas have been addressed which will also assist accreditation panels in assessing program applications.

2 Priority Areas

The priority areas link directly to the Graduate career stage of the Australian 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
- Information and Communication Technologies
- Literacy and Numeracy
- Students with Disability
- In addition, the previous NSW requirements for teaching students from a non-English speaking background (now referred to as students with English as an Additional Language or Dialect (EAL/D) have been retained and apply to initial teacher education programs accredited in NSW.

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 professional experience, as appropriate.

As per Program Standard 2.3, resourcing of the program should include staff who have relevant expertise and ongoing or recent school-based experience, where relevant.
3 Priority area: Aboriginal and Torres Strait Islander Education

Please refer to the NSW Supplementary Documentation: Elaborations in Priority Areas – Aboriginal Education (August 2018)
4 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. This should include conceptual frameworks that emphasise evidence-based practices and support a proactive approach to classroom management (e.g. Positive Behaviour Interventions and Supports (PBIS) or Response to Intervention (RTI)). 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 disability 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 and classroom management through selection and application of contextualised, evidence-based practices, 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, interpersonal relationships, and promoting student well-being and mental health
- 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 should address these issues in a stand-alone unit of study in classroom management or by embedding them through a commensurate amount of teaching and learning across the program of study. Principles of classroom management, which includes preventive and educative approaches should be explicitly and systematically embedded within discipline specific curriculum and curriculum method studies.

**The Classroom Management priority area is specifically relevant to the Graduate standards noted below:**

| Standard Descriptor 1.1.1: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | Standard Descriptor 3.1.1: Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | Standard Descriptor 3.5.1: Demonstrate a range of verbal and nonverbal communication strategies to support student engagement. | Standard Descriptor 4.3.1: Demonstrate knowledge of practical approaches to manage challenging behaviour |
5 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 disability
- 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:
The ICT priority area is specifically relevant to the Graduate standards noted below:

<table>
<thead>
<tr>
<th>Standard Descriptor 1.2.1:</th>
<th>Standard Descriptor 2.6.1:</th>
<th>Standard Descriptor 3.4.1:</th>
<th>Standard Descriptor 4.5.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</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>
</tr>
</tbody>
</table>
6 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
- Knowledge of the balance required between understanding of the explicit and systematic teaching of literacy (theory) and developing skills for the teaching of literacy (practice)
- Sound knowledge of mathematics appropriate to their level and area of teaching
- Knowledge of contemporary understandings of research evidence (including evidence-based literacy conceptual frameworks/models) 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 Literacy and Numeracy priority area is specifically relevant to the Graduate standards noted below:

| Standard Descriptor 2.1.1: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | Standard Descriptor 2.5.1: Know and understand literacy and numeracy teaching strategies and their application in teaching areas. |
7 Priority area: Students with Disability

Since 1994, initial teacher education programs in NSW have been required to include a stand-alone one semester unit of study in special education.

Initial Teacher Education Program Outcomes

In inclusive classrooms graduate teachers will work with the full spectrum of students in terms of abilities, including learning difficulties and giftedness. In addition to the stand-alone unit, 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, student well-being and mental health, and developmental milestones.
- Understanding of the broader implications of disability on learning and the responsibilities of teachers.
- Understanding of the likely impacts that disability may have on a student's access to and participation in learning.
- Knowledge of conceptual frameworks that emphasise evidence-based practices to support students with disability (e.g. Positive Behaviour Interventions and Supports (PBIS) or Response to Intervention (RTI)).

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 disability.
- 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 with disability to meet curriculum outcomes.
- Ability to plan, implement and evaluate programs in order to include the specific learning needs of students. Emphasis should be given to the selection and application of contextualised, evidence-based practices and the use of a collaborative approach, as demonstrated within the professional experience component of the program.

Priorities, policies and resources

- Broad understanding of how programs and resources can meet specific learning needs of all students, including inclusive education practices, adjustments, specialist support and government and community services.
- Knowledge of legislative responsibilities and educational policies as they relate to educational settings for students with disability, and promoting student well-being and mental health, including the Disability Discrimination Act 1992, Disability Standards for Education 2005, and the Nationally Consistent Collection of Data on School Students with Disability.
Program Design

Initial teacher education programs should address these issues in the stand-alone unit of study in special education and by embedding them in other relevant units across the program of study. The principles of inclusion and special education should be explicitly and systematically embedded across discipline specific and curriculum method units.

The Students with Disability priority area is specifically relevant to the Graduate Standards noted below:

<table>
<thead>
<tr>
<th>Standard Descriptor 1.5.1:</th>
<th>Standard Descriptor 1.6.1:</th>
<th>Standard Descriptor 4.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
</tr>
</tbody>
</table>
8 Priority Area: Teaching Students with English as an Additional Language or Dialect (EAL/D)

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 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
- Understanding of 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
- Understanding of the 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

Teaching strategies

- Understanding of the impact of culture, cultural identity and diversity in schooling, specific culture and language learning needs of students and appropriate teaching strategies
- Knowledge of the cultural and language demands and biases of classroom resources and modified and used them appropriately
- Understanding of the 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
- Development of 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
- Ability 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

Inclusion

- Development of skills in applying culturally inclusive practices in relation to the curriculum, classroom teaching and assessment
- Development of strategies for the establishment of partnerships with parents and community for the education of students from culturally and linguistically diverse backgrounds
- Understanding of 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
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 Teaching Students with English as an Additional Language or Dialect priority area is specifically relevant to the Graduate standards noted below:

| Standard Descriptor 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. | Standard Descriptor 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. | Standard Descriptor 4.1.1: Identify strategies to support inclusive student participation and engagement in classroom activities. |