

Quality Teaching to support the NSW Professional Teaching Standards

Part A – Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model





Part A

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Introduction and purpose

Quality Teaching in NSW public schools Discussion paper (2003) was released by the NSW Department of Education and Training (DET) to focus and support the work of school leaders and teachers in addressing teaching and learning in NSW public schools as a long-term strategic priority. The model of pedagogy proposed in the discussion paper, known as the Quality Teaching model, is used by teachers, school executives and principals to focus professional dialogue and critical reflection on classroom and assessment practices.

The NSW Institute of Teachers (NSWIT) was established under the *NSW Institute of Teachers Act 2004*. All teachers entering the service in NSW schools since October 2004 are required to achieve and maintain accreditation at Professional Competence with the NSWIT.

While the Professional Teaching Standards and the Quality Teaching model both provide a language which can be used to discuss and evaluate teachers' professional practice, they serve different but complementary purposes. The NSW Institute of Teachers Professional Teaching Standards set benchmarks of effective teaching practice, using standards as common reference points. These assist teachers, schools and teacher accreditation authorities to make holistic judgments of teachers' competence. This is the basis of formal recognition of teachers' professional status and the formal processes that follow accreditation for the profession as a whole. The standards provide direction and structure to support the development of teachers. Application of the standards will guide teachers in their professional practice and support quality learning opportunities for all students.

The Quality Teaching model identifies pedagogy as the core business of the profession of teaching. The model focuses the work of school leaders and teachers in improving pedagogy and hence improving student learning outcomes.

Teachers and school leaders use the model for reflection and analysis of current teaching practice as well as to guide the planning and redesign of activities, lessons and units of work

This resource is designed to support teacher professional learning by demonstrating links between the Professional Teaching Standards and the Quality Teaching model, with an explicit focus on standards at the key stage of Professional Competence. Focus questions and suggestions for using the Quality Teaching model are provided for teachers to develop effective, high quality teaching practice. The resource can be used by all classroom teachers including new scheme teachers working towards achieving accreditation, by colleagues and mentors who support them, and by teachers who are required to maintain accreditation and meet continuing professional development requirements.

New scheme teachers and their supervisors should refer to the NSWIT's *Evidence Guide for Accreditation at Professional Competence* for indicators to meeting the Professional Teaching Standards. The *Evidence Guide* is available in *The Teacher Accreditation manual* (2005).

This resource, *Quality Teaching to support the Professional Teaching Standards*, is provided in two parts:

Part A *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model* demonstrates links between Professional Teaching Standards at Professional Competence and the Quality Teaching model.

Part B *Putting the NSW Professional Teaching Standards and the NSW Quality Teaching model into practice* provides professional learning activities to address Professional Teaching Standards at Professional Competence, using the Quality Teaching model.

Important Note

This document does not address all the Professional Teaching Standards. Implementation of the focus questions and suggestions alone is not sufficient to demonstrate achievement of each standard. The Quality Teaching elements, focus questions and suggestions used here are those which have obvious connections to the relevant Professional Teaching Standards at Professional Competence.

Section 1

Frameworks for Professional Learning

This section describes frameworks that support the professional learning of teachers and outlines how these frameworks operate together to guide teachers in developing their professional knowledge, practice and commitment.

The Professional Learning Continuum

The NSW Department of Education and Training produced *The Professional Learning Continuum* in 2006 to provide a framework for professional learning programs and strategies to guide the professional growth of school staff and those who support their work. The continuum illustrates how other frameworks, including the *NSW Professional Teaching Standards* and the *School Leadership Capability Framework* (2004)¹ can be used to map career-long professional learning. The continuum begins with graduate teachers, and continues to teacher leaders, school executives, school leaders and senior officers. It identifies the NSW Quality Teaching model as underpinning all stages of professional learning.

The first page of *The Professional Learning Continuum*, shown on page 7, focuses on teacher learning. The continuum identifies professional learning opportunities for teachers that emphasise “making a difference in your classroom”.

Programs offered in the later stages of the continuum are directed at school leaders and principals. These programs focus on “making a difference in the classroom next door” and “making a difference in your school”.

The Professional Learning Continuum aligns teacher learning with the key stages of the *NSW Professional Teaching Standards*: Graduate Teacher, Professional Competence, Professional Accomplishment and Professional Leadership.

¹ <https://www.det.nsw.edu.au/proflearn/areas/sld>

The Professional Learning Continuum

Professional Learning and Leadership Development Directorate

Making a difference in your classroom

Capability Frameworks ensure quality and match to particular stages of career development



Capability Frameworks	Professional Teaching Standards – NSW Institute of Teachers			
	Graduate Teacher	Professional Competence	Professional Accomplishment	Professional Leadership

Role within school or stage of career development



Stages of Development	Preservice Teacher Education	New Teacher Induction	Teacher Professional Learning	Teacher Leader Learning

Key Strategies, which apply at several stages, are used across programs to achieve capabilities



Strategies	The Classroom Tool Kit: On Time On Line			
	Mentoring and Coaching Action Research and Action Learning			

Programs and learning opportunities that align to the stage of career development and support the acquisition of skills described in the Capability Frameworks (currently being developed)



Learning Programs	Professional Experience Program	Classroom Teacher Program *	Accomplished Teacher Program *	Teacher Leader Program*
	Classroom Teacher Preparation Program	Teacher Mentor Program Teacher Induction Program*	Collegial Development Program	

Time of appointment



Research, accountabilities and evaluation underpin all programs and strategies



Teacher appointed to school

- underpinned by Quality Teaching
- evaluated rigorously
- informed by research

The NSW Professional Teaching Standards

The NSW Professional Teaching Standards describe clear benchmarks, developed after widespread consultation with the teaching profession, that identify and describe effective teaching. The NSW Institute of Teachers succinctly describes the role of the standards:

The Framework of Professional Teaching Standards provides a common reference point to describe, celebrate and support the complex and varied nature of teachers' work. The Professional Teaching Standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.²

The Professional Teaching Standards reflect a career-long approach to effective teaching through the key stages of Graduate Teacher, Professional Competence, Professional Accomplishment and Professional Leadership.

Structure of the Framework of the Professional Teaching Standards

The Professional Teaching Standards are organised into seven **elements**, grouped under three **domains**: Professional Knowledge, Professional Practice and Professional Commitment.

For information about roles and responsibilities of new scheme teachers, supervisors and principals in the accreditation process consult the DET *Professional Support for New Scheme Teachers Achieving Accreditation at Professional Competence: A guide for NSW government schools* (2008) and the DET policy *Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures*. (2008)

Teachers seeking accreditation should also consult the NSWIT *Teacher Accreditation Manual* incorporating *An Evidence Guide for Accreditation at Professional Competence* (2005). The *Evidence Guide* highlights teaching practices and school and classroom materials that can be used by teachers in the accreditation process and in applying the standards. Websites for these documents are provided in the *Resources and References* section on page 38.

Teachers maintaining accreditation should also consult NSWIT *Continuing Professional Development Policy – supporting the maintenance of accreditation at Professional Competence*. (2007)

² NSW Institute of Teachers Professional Teaching Standards (2004) p 2.

Domains*	Elements
<p>Professional Knowledge This domain encompasses knowledge and understanding of the fundamental ideas, principles and structure of the subjects/disciplines taught by teachers. The domain also includes in-depth knowledge of the characteristics of students and their implications for teaching and learning.</p>	<ol style="list-style-type: none"> 1 Teachers know their subject content and how to teach that content to their students 2 Teachers know their students and how they learn
<p>Professional Practice This domain focuses on the action or process of teaching as well as the knowledge and skills gained through experience as a teacher. Fundamental to this domain is the capacity of teachers to establish a climate where learning is valued and fostered.</p>	<ol style="list-style-type: none"> 3 Teachers plan, assess and report for effective learning 4 Teachers communicate effectively with their students 5 Teachers create and maintain safe and challenging learning environments through the use of classroom management skills
<p>Professional Commitment This domain encompasses the capacity of teachers to reflect critically on their own practice accompanied by a commitment to their own development. This domain also describes the relationship of teachers to the wider community.</p>	<ol style="list-style-type: none"> 6 Teachers continually improve their professional knowledge and practice 7 Teachers are actively engaged members of their profession and the wider community

*For a more detailed articulation of the domains refer to the NSWIT Professional Teaching Standards p 2. www.nswteachers.nsw.edu.au

The NSW Quality Teaching model



The NSW Quality Teaching model describes in detail the major elements of what constitutes good classroom and assessment practice based on

strong research carried out in a broad range of real classrooms.

The model builds on what teachers already know and value. It provides a common language for teachers and schools to focus discussion and critical reflection on teaching and assessment practice with the aim of improving student learning.

The NSW Quality Teaching model is also based on the powerful premise that all students can learn substantial concepts and skills given the appropriate support, a stimulating environment and the expectation that they can succeed in learning. The model can be applied across all years of schooling, in every curriculum area and for all students.³

Three dimensions

The Quality Teaching model has three dimensions that describe classroom and assessment practice.

- 1 Intellectual quality** refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher-order thinking and to communicate substantively about what they are learning.
- 2 Quality learning environment** refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations, and develops positive relationships between teachers and students and among students.
- 3 Significance** refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.

³ NSW Department of Education and Training *Quality teaching in NSW public schools: Discussion paper* (2008), p.4.

Each of the dimensions has meaning in real classrooms, can be sustained organisationally by schools and has demonstrated effects on learning outcomes for all students. Each dimension is described in terms of a number of elements selected and defined on the basis of sound and reliable research linking them to improved student learning outcomes.

Elements	Dimensions		
	Intellectual quality	Quality learning environment	Significance
	<p>Deep knowledge</p> <p>Deep understanding</p> <p>Problematic knowledge</p> <p>Higher-order thinking</p> <p>Metalanguage</p> <p>Substantive communication</p>	<p>Explicit quality criteria</p> <p>Engagement</p> <p>High expectations</p> <p>Social support</p> <p>Students' self-regulation</p> <p>Student direction</p>	<p>Background knowledge</p> <p>Cultural knowledge</p> <p>Knowledge integration</p> <p>Inclusivity</p> <p>Connectedness</p> <p>Narrative</p>

Quality Teaching: Current research findings ¹

A recent study entitled *Systemic Implications of Pedagogy and Achievement in NSW public schools* (SIPA) has examined the effectiveness of teaching and assessment practices that align with the NSW Quality Teaching model (QT). The study, conducted collaboratively by researchers from the University of Newcastle and the NSW Department of Education and Training, explored the relationships between Quality Teaching and student achievement, equity and teacher professional learning in NSW public schools. Initial analyses of the results provide important insights into the efficacy of Quality Teaching.

The research

From 2004 to 2007 the study tracked three cohorts of students, totalling some 2500 students from 36 primary and high schools selected to represent a diversity of school contexts.

The quality of pedagogy experienced by the students was mapped by collecting student work samples and the assessment tasks teachers provided to produce that work. The student work was coded using student performance rubrics shown to provide reliable indicators of student performance. The tasks were coded using the Quality Teaching *An assessment practice guide*. The quality of tasks was the main measure of pedagogy analysed in relation to student achievement. Classroom observations were also conducted by teams of University researchers and DET personnel as another measure of the quality of pedagogy.

SIPA gathered approximately 21,000 student work samples, coded around 600 assessment tasks, and conducted more than 670 classroom observations. The study included 3,500 teacher surveys and around 500 interviews. The SIPA research represents a major research endeavour for the NSW Department of Education and Training.

Three of the key findings are:

Professional learning focused on pedagogy works ^{2, 3, 4}

The SIPA study links professional learning that explicitly focuses on teaching, assessment and curriculum development to improved pedagogy. Additionally, there is strong evidence that the quality of teaching is related to the degree to which teachers believe they are responsible for and can make a difference to student learning.

Quality Teaching leads to higher achievement ⁵

Above and beyond students' background and prior achievement, the higher the quality of pedagogy students experience, the higher their achievement, significantly. There is a strong correlation between the quality of assessment task students receive and the quality of work they produce.

Quality Teaching closes gaps ⁶

Better quality tasks result in substantial benefit for students from low socio-economic backgrounds and for Aboriginal students. Initial analyses, although not yet adjusted for prior achievement, show that tasks more highly aligned with Quality Teaching result in higher achievement for Aboriginal students and students from low socio-economic backgrounds than for all students who received lower quality tasks.

These findings reinforce the strategic priority that the NSW Department of Education and Training places on the NSW Quality Teaching model to improve student achievement.

¹ This passage is an edited extract from an article prepared for publication by Associate Professor James Ladwig, Professor Jenny Gore, Dr Wendy Amosa and Dr Tom Griffiths
² Griffiths, T., Gore, J. M., & Ladwig, J. G. (2006). Teachers' fundamental beliefs, commitment to reform, and the quality of pedagogy. Paper presented at the Australian Association for Research in Education Annual Conference.
³ Gore, J. M., Ladwig, J. G., Griffiths, T., & Amosa, W. (2007). Data-driven guidelines for high quality teacher education. Paper presented at the Australian Association for Research in Education Annual Conference.
⁴ Gore, J. M., & Ladwig, J. G. (2006). Professional development for pedagogical impact, Australian Association for Research in Education Annual Conference. Adelaide.
⁵ Ladwig, J. G., Smith, M., Gore, J. M., Amosa, W., & Griffiths, T. (2007). Quality of pedagogy and student achievement: Multi-level replication of authentic pedagogy. Paper presented at the Australian Association for Research in Education Annual Conference.
⁶ Amosa, W., Ladwig, J. G., Griffiths, T., & Gore, J. M. (2007). Equity effects of Quality Teaching: Closing the gap. Paper presented at the Australian Association for Research in Education Annual Conference.

Four Key Questions

The Quality Teaching model employs four key questions that teachers can use to guide their reflection and planning of classroom and assessment practice. When planning learning experiences teachers might consider the following four questions:

1. What do I want the students to learn?

Consider:

- Are key concepts (in syllabus outcomes and content) identified and a focus on these concepts sustained?
- How do key concepts relate to each other?
- How are language and literacy demands and assumed cultural knowledge underlying concepts made explicit?
- What key skills and processes do students need to learn?

2. Why does the learning matter?

Consider:

- In what ways is the learning central to the topic or discipline?
- Does the learning have meaning in the world beyond the classroom?
- How does the learning link to prior learning and students' background knowledge?

Quality Teaching model

3. What do I want the students to do or produce?

Consider:

- How will students demonstrate their deep understanding of key concepts?
- Does assessment have clear and direct links with syllabus outcomes and content?
- Is assessment tied to key concepts?
- Which products or performances will be most meaningful to students?

4. How well do I expect them to do it?

Consider:

- How are high expectations for student performance and/or product communicated?
- How will students know what a quality product or performance looks like?
- How will they know when they have achieved the outcomes?
- Is the work challenging for all students?

Links between the Professional Teaching Standards and the Quality Teaching model

The Quality Teaching model provides a vehicle for classroom teachers to demonstrate the Professional Teaching Standards at the key stage of Professional Competence. All teachers who are engaging with the standards, including new scheme teachers, teachers maintaining accreditation, supervisors and mentors, can use the Quality Teaching model to support demonstrating the standards in practice.

Domains*

Quality Teaching model

Professional Knowledge encompasses knowledge and understanding of the fundamental ideas, principles and structure of the subject/disciplines taught by teachers. The domain also includes in-depth knowledge of the characteristics of students and the implications of these for teaching and learning.

The Quality Teaching model requires teachers to have a deep knowledge and understanding of the central ideas and concepts they are addressing with students, and to seek that depth in the work of their students. The model also stresses the importance of making knowledge meaningful and relevant to students and to the world beyond the classroom. This can only be done with effective pedagogy and deep knowledge of learners.

Professional Practice focuses on the action or process of teaching as well as the knowledge and skills gained through experience as a teacher. Fundamental to this domain is the capacity of teachers to establish a climate where learning is valued and fostered.

The Quality Teaching model provides a detailed guide to the process of teaching as well as a powerful tool which teachers can use to gain knowledge and develop their skills.

The model describes how learning is enhanced when teachers and students work productively in classroom environments that challenge and support all students, and encourage autonomy and initiative.

Professional Commitment encompasses the capacity of teachers to reflect critically on their own practice accompanied by a commitment to their own development.

This domain also describes the relationship of teachers to the wider community.

One way in which teachers in NSW public schools demonstrate commitment to their own professional learning is through engagement with their colleagues to review and refine classroom and assessment practice using the Quality Teaching model. The model also draws teachers' attention to diverse cultural perspectives, the construction of knowledge over time and authentic learning experiences that engage communities.

*For a more detailed articulation of the Domains of the Professional Teaching Standards refer to the NSW Professional Teaching Standards p 2. www.nswteachers.nsw.edu.au

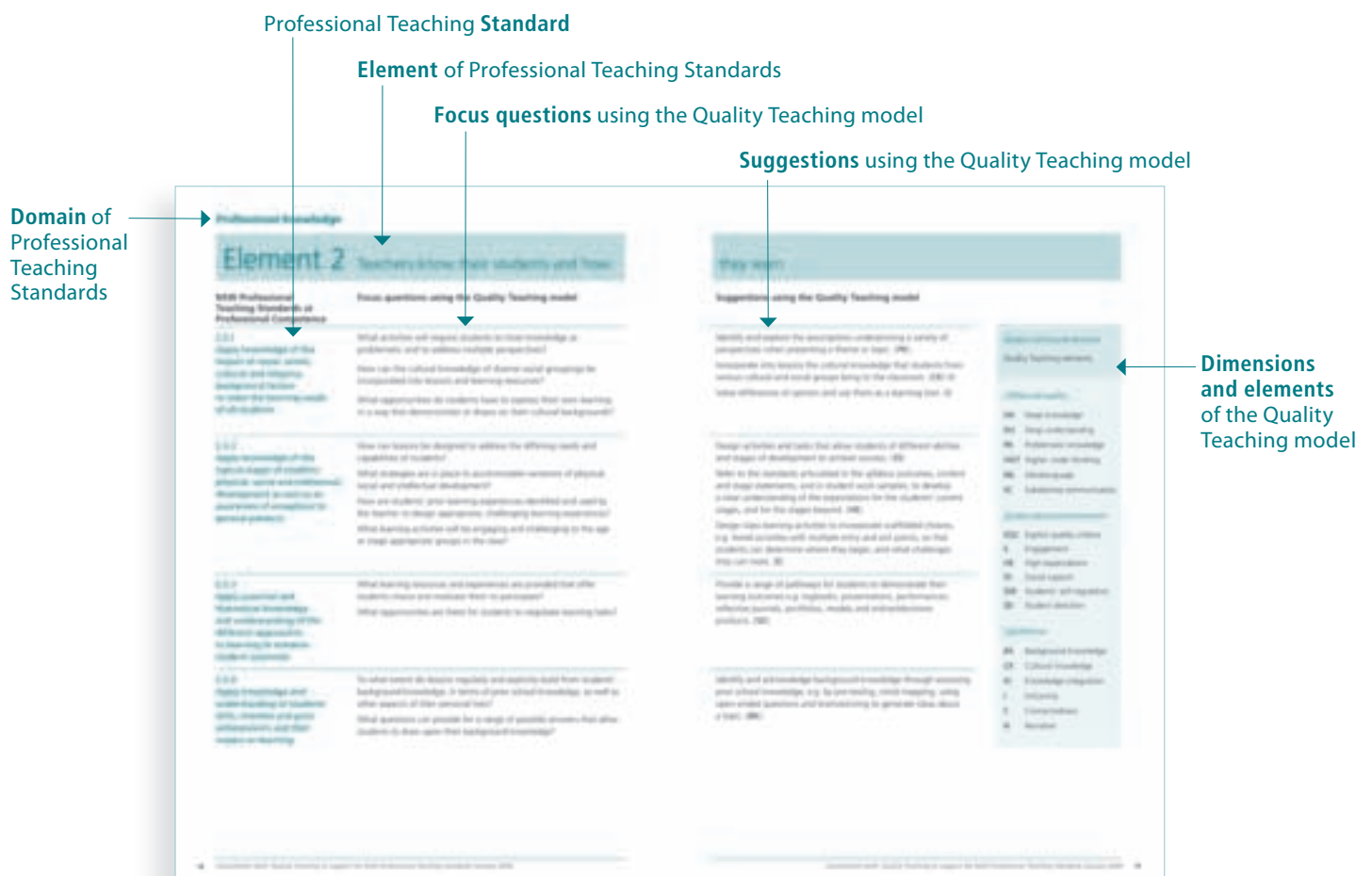
Section 2

Linking Standards and Quality Teaching

All new scheme teachers must demonstrate the standards at Professional Competence. Therefore, this section takes the **Elements** of the NSW Professional Teaching Standards as the primary framework for making the links between the NSW Quality Teaching model and the standards. The **tables that follow** list **individual standards** of the Professional Teaching Standards at Professional Competence in the left hand column and **focus questions** and **suggestions** using the Quality Teaching model in **columns to the right of each standard**. The suggestions in the right hand column are drawn largely from the “Suggestions” that accompany the description and elaboration of the Quality Teaching elements in *A classroom practice guide* (2006).⁴ The far right column provides a key to the Quality Teaching elements referred to in the suggestions column.

It is important to note that the focus questions and suggestions are not an exhaustive list of all the possible connections between the Quality Teaching model and the relevant standards. Teachers are encouraged to add their own suggestions to those provided for using the Quality Teaching model to demonstrate the standards.

Structure of this Section



⁴ NSW Department of Education and Training *Quality teaching in NSW public schools: A classroom practice guide* (2006).

Element 1 Teachers know their subject content

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

1.2.1

Apply and use knowledge of the content/discipline(s) through effective, content-rich teaching activities and programs relevant to the stage.

How can the teaching program be organised around central ideas or key concepts?

How can the key concepts and their interrelationships be identified and addressed? Consider the questions on page 13:

- *What do I want the students to learn?* and
- *Why does the learning matter?*

How can the key concepts be connected from lesson to lesson?

1.2.2

Apply research-based, practical and theoretical knowledge of the pedagogies of the content/discipline(s) taught to meet learning needs of students.

How are dimensions and elements of the Quality Teaching model evident in programs, and classroom and assessment practices?

How can knowledge of pedagogy be used to understand, analyse and focus teaching practices for improved student learning?

How can lessons be designed to provide a range of opportunities for students to demonstrate deep understanding?

1.2.3

Design and implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.

Does unit planning focus on building understanding of significant concepts identified from the syllabus outcomes and content? Consider the questions on page 13:

- *What do I want the students to do or produce?*
- *How well do I expect them to do it?*

What unit or module overviews can be provided to students so they can see how the concepts fit into the overall picture?

How can the program/unit of work be made contextually relevant to the school community? Are the elements of the Significance dimension such as *background knowledge*, *cultural knowledge* and *connectedness* strongly evident in programs, lessons and assessments?

1.2.4

Apply current knowledge and skills in the use of ICT in the classroom to meet syllabus outcomes in the following:

- Basic operational skills
- Information technology skills
- Software evaluation skills
- Effective use of the internet
- Pedagogical skills for classroom management.

How can the use of ICT reflect and enhance the key concepts and syllabus outcomes in the teaching programs?

What activities can be planned so that ICT skills are delivered authentically through the content and the purpose of the lesson rather than in isolation?

How can students' ICT skills be incrementally developed through structured learning experiences?

How can ICT be integrated into all subject content?

and how to teach that content to their students

Suggestions using the Quality Teaching model

Identify and clarify the key concept/s to be taught from syllabus subject content. **(DK)**

Structure lessons to provide opportunities for students to communicate substantively about the key concepts, to engage in higher order thinking and show deep understanding of the key concepts of the lesson. **(SC, HOT, DU)**

Provide tools to support students to challenge and question knowledge in order to identify assumptions. **(PK)**

Identify the language or symbolic features that are essential for developing deep understanding of key concepts. **(M)**

Use the Quality Teaching materials phases 1, 2 and 3 (see Resources and References) as a guide to pedagogy in general and as tools for reflection.

Consult literature and websites of your relevant subject or key learning or specialist area. See DET Curriculum K–12, DET K-12 Focus Areas, NSW Board of Studies, DET Teaching and Learning Exchange [TaLE], Professional Teachers Council of NSW to get teaching ideas.

Map outcomes and content from syllabus outcomes during unit planning so that each lesson focuses on illustrating significant concepts. **(DK)**

Provide a range of opportunities for students to demonstrate their deep understanding of the content. **(DU)**

Become familiar with and devise activities that include the broad school community and its cultural context. **(BK)**

Build on students' interests, background and cultural knowledge and skills to provide context and meaning to lessons. **(BK, CK)**

Have students make links between key concepts being investigated and contexts beyond the school. **(C)**

Select, create and implement learning experiences in which students actively access, organise, research, interpret, analyse, communicate and represent knowledge through the application of ICT. **(HOT)**

Integrate ICT into syllabus delivery in meaningful ways to introduce and develop a variety of relevant ICT skills. **(KI)**

Pre-test to identify students' skills in ICT. **(BK)**

Develop capacities in using ICT as an effective means of enhancing learning experiences for students and colleagues. **(SC)**

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

DK	Deep knowledge
DU	Deep understanding
PK	Problematic knowledge
HOT	Higher-order thinking
M	Metalanguage
SC	Substantive communication

Quality learning environment

EQC	Explicit quality criteria
E	Engagement
HE	High expectations
SS	Social support
SSR	Students' self-regulation
SD	Student direction

Significance

BK	Background knowledge
CK	Cultural knowledge
KI	Knowledge integration
I	Inclusivity
C	Connectedness
N	Narrative

Element 2 Teachers know their students and how

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

2.2.1

Apply knowledge of the impact of social, ethnic, cultural and religious background factors to meet the learning needs of all students.

What activities will require students to treat knowledge as problematic and to address multiple perspectives?

How can the cultural knowledge of diverse social groupings be incorporated into lessons and learning resources?

What opportunities do students have to express their own learning in a way that demonstrates or draws on their cultural backgrounds?

2.2.2

Apply knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns.

How can lessons be designed to address the differing needs and capabilities of students?

What strategies are in place to accommodate variations of physical, social and intellectual development?

How are students' prior learning experiences identified and used by the teacher to design appropriate, challenging learning experiences?

What learning activities will be engaging and challenging to the age or stage appropriate groups in the class?

2.2.3

Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes.

What learning resources and experiences are provided that offer students choice and motivate them to participate?

What opportunities are there for students to negotiate learning tasks?

2.2.4

Apply knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.

To what extent do lessons regularly and explicitly build from students' background knowledge, in terms of prior school knowledge, as well as other aspects of their personal lives?

What challenging learning experiences or questions can provide for a range of possible responses that allow students to draw upon their background knowledge?

Suggestions using the Quality Teaching model

Identify and explore the assumptions underpinning a variety of perspectives when presenting a theme or topic. (PK)

Incorporate into lessons the cultural knowledge and skills of diverse cultural and social groups. (CK)

Value differences of opinion and use them as a learning tool. (I)

Design activities and tasks that allow students of different abilities and stages of development to achieve success. (SS)

Refer to the standards articulated in the syllabus outcomes, content and stage statements, and in student work samples, to develop a clear understanding of the expectations for the students' current stages, and for the stages beyond. (HE)

Design class learning activities to incorporate scaffolded choices, e.g. tiered activities with multiple entry and exit points, so that students can determine where they begin, and what challenges they can meet. (SD)

Provide a range of pathways for students to demonstrate their learning outcomes e.g. self and peer assessment, logbooks, presentations, performances, reflective journals, portfolios, models and online/electronic products. (SD)

Identify and acknowledge background knowledge through assessing prior school knowledge, e.g. by pre-testing, mind-mapping, using open-ended questions and brainstorming to generate ideas about a topic. (BK)

Identify the prior learning of students and monitor their progress in order to support the development of appropriately challenging work for all students. (HE)

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

- DK Deep knowledge
- DU Deep understanding
- PK Problematic knowledge
- HOT Higher-order thinking
- M Metalanguage
- SC Substantive communication

Quality learning environment

- EQC Explicit quality criteria
- E Engagement
- HE High expectations
- SS Social support
- SSR Students' self-regulation
- SD Student direction

Significance

- BK Background knowledge
- CK Cultural knowledge
- KI Knowledge integration
- I Inclusivity
- C Connectedness
- N Narrative

Element 2 Teachers know their students and how

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

2.2.5

Demonstrate the capacity to apply effective strategies for teaching:

- Aboriginal and Torres Strait Islander students
- Students with Special Education Needs
- Non-English Speaking Background students
- Students with Challenging Behaviours.

How is learning designed to regularly and explicitly build from students' background and cultural knowledge?

How can lessons demonstrate that the social and cultural backgrounds of the students are valued?

How are real-life contexts or problems brought into teaching and learning sequences?

What knowledge is treated as problematic and open to multiple perspectives?

How can students be clear about what counts as a high-quality performance or product?

How are students engaged in thinking that requires them to organise, apply, analyse, synthesise and evaluate knowledge?

2.2.6

Apply a range of literacy strategies to meet the needs of all students including:

- Aboriginal and Torres Strait Islander students
- Students with Special Education Needs
- Non-English Speaking Background students
- Students with Challenging Behaviours.

How is background knowledge incorporated in learning activities through reference to family, community, previous experience and popular culture?

How are students engaged in substantive communication?

How do learning activities build on students' background and prior school knowledge?

How is the specialist language of the subject "unpacked" for students?

What learning experiences will support students to use language effectively for a range of purposes, audiences and contexts?

How are all students encouraged to explore a variety of literacy forms such as visual and digital literacy?

How are the literacy demands of a task modelled and taught explicitly and systematically?

Suggestions using the Quality Teaching model

Establish an environment of mutual support and respect in the classroom. **(SS)**

Use learning resources that value and reflect diversity. Include members of the community from diverse backgrounds as a resource. **(CK)**

Make explicit connections between in-class learning and the students' world. **(C)**

Present knowledge as something that changes and is open to different perspectives. **(PK)**

Incorporate into lessons the cultural knowledge that students from a variety of linguistic, cultural and social groups bring to the classroom. **(CK)**

Design flexible learning tasks that will allow all students to experience success while demonstrating deep understanding of the content. **(SS, DU)**

Connect learning to what is meaningful and interesting to particular students. **(E)**

Design activities that require students to organise, apply, analyse, synthesise and evaluate knowledge. **(HOT)**

Where appropriate, include members of the community from diverse cultural backgrounds as a resource in lessons. Incorporate practices and events of local communities. **(CK)**

Provide learning activities and structures that foster substantive communication, e.g. in pairs, small group discussion and cooperative learning activities to allow students to share substantive ideas. **(SC)**

Employ narrative to enrich student understanding, including personal stories, biographies, historical accounts, case studies, literary and cultural texts, and performances. **(N)**

Use a variety of measures to identify and acknowledge students' background and prior school literacy knowledge. **(BK)**

Build on students' known language and appropriately pace the introduction of new language and usage. **(M)**

Explicitly teach about language, including various forms of literacy such as visual and digital literacy and how it works in texts for a variety of purposes and audiences across KLAS. **(M)**

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

- DK** Deep knowledge
- DU** Deep understanding
- PK** Problematic knowledge
- HOT** Higher-order thinking
- M** Metalanguage
- SC** Substantive communication

Quality learning environment

- EQC** Explicit quality criteria
- E** Engagement
- HE** High expectations
- SS** Social support
- SSR** Students' self-regulation
- SD** Student direction

Significance

- BK** Background knowledge
- CK** Cultural knowledge
- KI** Knowledge integration
- I** Inclusivity
- C** Connectedness
- N** Narrative

Element 3 Teachers plan, assess and report for

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

3.2.1
Identify and articulate clear learning goals that reflect important conceptual understandings of the content/discipline(s) taught.

How can the key concepts (including skills and processes) that students need to know and understand be clearly identified?

What are the relationships between key concepts, and how can they be clearly and explicitly conveyed to students?

What information do students need to make them aware of learning outcomes?

3.2.2
Design and implement coherent, well-structured lessons and lesson sequences that engage students and enhance student learning outcomes.

How are the three dimensions of the Quality Teaching model integrated into learning plans to engage students and enhance their learning outcomes?⁵

How can lesson sequences be designed to explicitly illustrate key concepts identified from the syllabus?

What scaffolds can support students in grasping key concepts?

How can lesson plans and sequences be structured to promote students' sustained interest and focus on the substance of the lessons?

What serious challenges are presented for all students?

3.2.3
Select and organise subject/content in structured teaching and learning programs that reflect sound knowledge of subject content/discipline(s) taught.

What features of the teaching program:

- provide a sustained focus on the key concepts of the subject/discipline?
- draw together the key concepts of the subject content/discipline in a coherent way?
- provide students with opportunities to recognise knowledge as constructed and open to question?

⁵ Use *Quality teaching in NSW public schools: A classroom practice guide* (2006) to help your planning.

effective learning

Suggestions using the Quality Teaching model

Identify significant concepts in syllabuses and use the content to explicitly illustrate the concepts by asking yourself:

What do I want the students to learn? (DK)

Why does the learning matter (for the students)? (C)

Provide students with explicit quality criteria directly related to learning and syllabus outcomes. (EQC)

Use the three dimensions of the Quality Teaching model to reflect on and analyse lesson plans and sequences.⁶

Ensure that all dimensions and elements of the Quality Teaching model are evident in lesson sequences.

Design lesson sequences to illustrate key concepts in the syllabus incorporating activities that sustain interest and focus on the substance of lessons. (DK)

Challenge students and build success by appropriately structuring learning, e.g. by providing scaffolds for those that need support and open-ended tasks to enable a range of responses or a variety of pathways. (HE)

Use strategies and structures that allow all students to contribute and collaborate, e.g. collaborative learning, think-pair-share and jigsaw activities. (I)

Connect learning to what is meaningful and interesting to students in the class. (BK)

Identify significant concepts in syllabuses by reviewing objectives, outcomes, content and foundation or stage statements. (DK)

Ensure that programs connect and clearly articulate the key concepts of the subject and syllabus. (DK)

Connect key concepts being addressed from lesson to lesson. (DK)

Provide opportunities for students to question assumptions about knowledge or to recognise different perspectives on knowledge. (PK)

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

- DK Deep knowledge
- DU Deep understanding
- PK Problematic knowledge
- HOT Higher-order thinking
- M Metalanguage
- SC Substantive communication

Quality learning environment

- EQC Explicit quality criteria
- E Engagement
- HE High expectations
- SS Social support
- SSR Students' self-regulation
- SD Student direction

Significance

- BK Background knowledge
- CK Cultural knowledge
- KI Knowledge integration
- I Inclusivity
- C Connectedness
- N Narrative

⁶ Use the coding procedures described in *Quality teaching in NSW public schools: An assessment practice guide*.

Element 3 Teachers plan, assess and report for

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

3.2.4

Select, develop and use a variety of appropriate resources and materials that engage students and support their learning.

What resources and learning experiences can be designed to deepen student understanding of, and engagement with, the key concepts?

What learning resources are available to challenge and engage all students?

What consideration is given to students' backgrounds and prior knowledge when selecting and developing learning resources?

3.2.5

Use a broad range of effective strategies to assess student achievement of learning outcomes.

What assessment strategies will:

- require students to manipulate information and ideas to solve problems and create new meanings and understandings?
- allow students to produce elaborate, coherent clarification of ideas, concepts or arguments directly related to the substance of the topic?
- provide students with multiple means of demonstrating their learning achievements and understanding?
- include other elements of the Quality Teaching model that will enhance student learning in this topic?

3.2.10

Use student assessment results to evaluate teaching and learning programs and inform further planning.

What are the explicit quality criteria for student assessment and how are they taken into account when evaluating and planning further learning?

What opportunities are students given to demonstrate deep understanding in assessment?

How do students demonstrate their understanding with argument or elaborated reasoning?

Where are students required to interpret, analyse, synthesise or evaluate ideas or information in the set tasks?

Where are students required to treat knowledge as problematic or open to question?

At what points in the assessment program are students required to analyse how language works to clarify meaning?

effective learning

Suggestions using the Quality Teaching model

Select, develop and use resources that require students to evaluate, manipulate and transform information and ideas. Use Bloom's taxonomy (various educational websites are useful here⁷). (HOT)

Design tasks to address issues of direct relevance to students and their community. (BK)

Select, develop and use resources that challenge students and require them to take conceptual risks. (HE)

Scaffold tasks so that students can determine where they begin and what challenges they can meet. (SD)

Use resources that draw direct connections with students' background knowledge and understanding. (BK)

When designing assessment tasks, consider the questions:

- *What do I want the students to do or produce to demonstrate their learning?* (DU)
- *How well do I expect them to do it?* (EQC)

Devise assessment strategies that:

- address the full range of concepts and skills required for a full understanding of the learning program. (DK)
- provide opportunities for students to evaluate, manipulate and transform information. (HOT)
- provide multiple appropriate ways for students to demonstrate achievement of learning outcomes, e.g. logbooks, presentations, performance, reflective journals, models and online products. (SD)

Use a broad selection of student work samples that reflects the range of students in the class, to critically reflect on the associated assessment task or learning experience. When reviewing the work samples consider the following questions:

- To what extent do students demonstrate a deep understanding of important concepts? (DU)
- To what extent do students demonstrate an elaborated communication about the subject that is clear and coherent, rich in detail, qualification and argument? (SC)
- To what extent do student work samples show evidence of interpretation, analysis, synthesis or evaluation? (HOT)
- To what extent were students required to treat knowledge as problematic and open to social, political, cultural and historical influence? (PK)
- To what extent were students required to analyse how language works to clarify meaning?

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

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Quality learning environment

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- E Engagement
- HE High expectations
- SS Social support
- SSR Students' self-regulation
- SD Student direction

Significance

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- KI Knowledge integration
- I Inclusivity
- C Connectedness
- N Narrative

⁷ See for example <http://www.teachers.ash.org.au/researchskills/dalton.htm>.

Element 4 Teachers communicate effectively with

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

4.2.1

Explain goals, content, concepts and ideas clearly and accurately to students.

Is the knowledge being addressed organised around a small number of key concepts?

How are students engaged in substantial classroom conversations and communication about the main goals, concepts and ideas in their lesson?

What significant concepts, including skills and processes, are identified from the syllabus and made explicit to students?

What explicit guidelines are students provided with regarding learning goals, content and concepts?

How can these concepts and guidelines be used as regular reference points in lessons?

To what extent are students provided with explicit criteria for the quality of work they are to produce?

4.2.2

Use questions and classroom discussion effectively to probe students' understanding of the content.

How do questions and classroom discussion allow students to demonstrate a profound and meaningful understanding of central ideas and the relationships between these ideas?

How can classroom discussion be structured to have students regularly engaged in substantive communication about the ideas and concepts of lessons?

4.2.3

Respond to student discussion to promote learning and encourage other students to contribute.

To what extent are students regularly engaged in sustained conversations about the ideas they are encountering?

How can students be encouraged to take risks in their learning and class discussion?

What aspects of the classroom environment provide support for students to confidently express ideas and opinions?

How can classroom activities encourage students to organise, reorganise, apply, analyse, synthesise or evaluate knowledge and information?

How can narrative be used in the classroom to enrich understanding and promote effective communication?

their students

Suggestions using the Quality Teaching model

Make explicit for students the key concepts, skills and processes they need to learn. (DK)

Ensure that students are regularly involved in sustained conversations about the ideas and concepts they are encountering. (SC)

Clarify quality criteria for student work to reach a shared understanding of what is expected, e.g. have students state in their own words what they think they need to do to show their understanding. (EQC)

Provide annotated exemplars, work samples and models so that all students know what is expected for a high quality product or performance. (EQC)

Develop opportunities and structures for substantive communication, e.g. in pairs, small group discussion and cooperative learning activities to allow students to share and develop substantive ideas about the learning. (SC)

Provide learning tools that facilitate deep understanding. (DU)

Frame questions to facilitate reciprocal communication and require depth of response from students. (SC)

Pose questions that can have multiple answers or possibilities and ask students to justify their responses and/or evaluate information from a variety of sources. (HOT)

Scaffold classroom discussion to produce reciprocal and sustained interactions that focus on the substance of the lesson. (SC)

Provide opportunities for students to construct meaning from information and to evaluate, manipulate and transform information. (HOT)

Plan a variety of opportunities for students to construct their own stories related to the substance of lessons. (N)

Teach and model skills such as philosophical enquiry, active listening, turn-taking, using wait time, open-ended questioning and giving constructive feedback. (SC)

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

DK	Deep knowledge
DU	Deep understanding
PK	Problematic knowledge
HOT	Higher-order thinking
M	Metalanguage
SC	Substantive communication

Quality learning environment

EQC	Explicit quality criteria
E	Engagement
HE	High expectations
SS	Social support
SSR	Students' self-regulation
SD	Student direction

Significance

BK	Background knowledge
CK	Cultural knowledge
KI	Knowledge integration
I	Inclusivity
C	Connectedness
N	Narrative

Element 4 Teachers communicate effectively with

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

4.2.4

Design and facilitate a variety of purposeful group structures that facilitate student engagement to make content meaningful.

What opportunities are students given to engage in communication about the substance of their learning?

To what extent do lessons include and publicly value the participation of all students from diverse cultural, linguistic, religious and social groups represented in the classroom?

How can students be provided with opportunities to share their knowledge with audiences beyond their classroom?

4.2.5

Create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students.

What teaching strategies can be used to deepen students' understanding of key concepts and develop relevant skills?

How can ICT be integrated in the learning to enhance student understanding of the key concepts of the syllabus?

their students

Suggestions using the Quality Teaching model

Negotiate varied roles within groups to enhance inclusion and support for all students and promote joint ownership of tasks. (E)

Reflect on and consider ways of including those students who are passively disengaged in the public work of the class. (I)

Teach skills in team work, consensus building, active listening and positive feedback. (SS)

Link learning to and encourage discussion about current issues in the local community, media or popular culture. (C)

Construct tasks and activities that require students to draw on the knowledge they have gained in out-of-school contexts. (BK)

Make explicit connections in ICT-based tasks between the ICT and the key concepts being explored. (KI)

Employ narrative to make content meaningful to students and to enrich their understanding. (N)

Design activities and resources that connect classroom knowledge with issues beyond the classroom in ways that create personal meaning and highlight the significance of the knowledge for students. (C)

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

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Quality learning environment

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Significance

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Element 5

Teachers create and maintain safe and challenging

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

5.2.1

Maintain consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another.

How do you build mutual support and respect in the classroom?

How can you make the classroom free of personal comment or put-downs?

What opportunities are provided for students and the teacher to know, understand and value each other?

5.2.2

Ensure equitable student participation in classroom activities by establishing safe and supportive learning environments.

How can lessons include and publicly value the participation of all students across the social and cultural backgrounds represented in the classroom?

Is the classroom free of prejudice and discrimination?

How do lessons include and incorporate the cultural knowledge of diverse social groups?

5.2.3

Implement strategies to establish a positive environment supporting student effort and learning.

How can you create strong positive support for learning and mutual respect among teachers and students and others assisting students' learning?

How can you design lessons so that students exercise some direction over the selection of activities related to their learning and the means and manner by which these activities will be done?

5.2.4

Establish orderly and workable learning routines that ensure substantial student time on learning tasks.

How are learning activities appropriately structured and scaffolded to support learning for all students?

How do learning activities allow students to contribute to and collaborate in the learning?

Are activities purposeful and engaging with clear goals that students perceive to be worthwhile?

learning environments through the use of classroom management skills

Suggestions using the Quality Teaching model

Model language and behaviour that demonstrate respect for others' ideas, opinions and work. (SS)

Instil a sense of group solidarity to moderate classroom behaviour, e.g. by developing class rules in a collaborative fashion. (SS)

Connect to students' interests in order to build rapport and mutual support. (BK)

Consider how learning resources reflect and value diversity. (CK)

Create opportunities for all students to experience the range of classroom roles in learning activities by using strategies such as home group/expert group, think-pair-share, group roles and cooperative learning strategies. (SS)

Select learning resources that reflect and value diversity and that include the practices and protocols of diverse social groups. (CK)

Use strategies and structures that allow all students to contribute and collaborate, e.g. collaborative learning, think-pair-share and jigsaw activities. Ensure the classroom is free of prejudice and discrimination. (I)

Set learning activities that present a serious challenge to all students and encourage them to take conceptual risks. (HE)

Negotiate appropriate learning tasks and be open to ideas suggested by students for learning activities. (SD)

Acknowledge and celebrate success and progress in learning. (SS)

Encourage student self-evaluation of progress and achievement of learning goals. (SD)

Establish learning goals for the lesson, while connecting learning from prior lessons and those to follow. (DK) (BK)

Ensure that learning experiences are purposeful and interesting with clear goals that students perceive to be worthwhile. (SSR)

Challenge students and build success by appropriately structuring learning, e.g. scaffolding for students needing support and providing open-ended tasks that enable a range of responses. (E)

Ask the questions:

- *What do I want the students to do or produce?* and
- *How well do I expect them to do it?* (EQC)

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

- DK Deep knowledge
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Quality learning environment

- EQC Explicit quality criteria
- E Engagement
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- SS Social support
- SSR Students' self-regulation
- SD Student direction

Significance

- BK Background knowledge
- CK Cultural knowledge
- KI Knowledge integration
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- C Connectedness
- N Narrative

Element 5

Teachers create and maintain safe and challenging

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

5.2.5

Manage student behaviour through engaging students in purposeful and worthwhile learning activities.

How can learning activities be organised around a manageable number of clearly articulated key concepts?

What opportunities are students given to demonstrate their understanding?

What activities will seriously engage students in the lesson with sustained interest and attention?

How will lesson organisation ensure that students demonstrate autonomy and initiative so that minimal attention to the regulation of student behaviour is required?

5.2.6

Handle classroom discipline problems quickly, fairly and respectfully.

How can classroom practices be designed to build a sense of ownership and group solidarity which moderates classroom behaviour?

Are class rules developed in a collaborative fashion?

5.2.7

Apply specific requirements to ensure student safety in classrooms.

How can the quality of performance or product expected be clearly communicated to all students?

How can all students be actively and safely engaged in learning activities?

Do all students understand the standards of behaviour required to maintain safety in the classroom?

learning environments through the use of classroom management skills

Suggestions using the Quality Teaching model

Map outcomes and content during unit planning so that each lesson focuses on illustrating significant concepts while addressing manageable amounts of content. (DK)

Provide a range of opportunities within the lesson and the unit for students to demonstrate deep understanding, e.g. problem solving, developing or answering probing questions, and providing reasoned arguments for a point of view. (DU)

Plan to do less better. (DU)

Incorporate activities that require students to address issues in their community or that have application beyond the classroom. (C)

Ensure activities are purposeful and relevant with clear goals that students perceive to be worthwhile. (SSR)

Connect learning to what is meaningful and interesting to students. (E)

Use the cultural and social knowledge of the groups represented in the class in the design and development of learning activities. (I)

Negotiate a shared understanding, expectation and acceptance of responsibilities and rights within the classroom, e.g. collaboratively develop a code of conduct, and provide choice and decision-making opportunities for students. (SSR)

Ensure students understand the consequences of choices and of their behaviours. (SSR)

Provide students with clear criteria that explicitly describe the quality of work expected of them. (EQC)

Quality Teaching dimensions

Quality Teaching elements

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Significance

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N	Narrative

Element 6 Teachers continually improve their

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

6.2.1
Reflect critically on teaching and learning practice to enhance student learning outcomes.

How regularly do you reflect on the pedagogy you use in the classroom?
What opportunities do you utilise to formally reflect on teaching practice?

6.2.2
Use the professional standards to identify personal professional development needs and plan accordingly.

How can the Quality Teaching model help you to use the professional teaching standards to reflect on and identify your professional learning needs?

6.2.3
Engage in professional development to extend and refine teaching and learning practices.

What formal opportunities do you take up to engage in professional dialogue about teaching practice?

6.2.4
Work productively and openly with colleagues in reviewing teaching strategies and refining professional knowledge and practice.

How can you regularly and systematically work with your colleagues to reflect on and refine teaching practice?

6.2.5
Accept and offer constructive feedback to support a professional learning community.

What opportunities do you find to share plans, programs, assessment activities and classroom practice for the purposes of constructive feedback?
What constructive contribution do you make to professional discussions with colleagues?

6.2.6
Participate constructively in formal and informal professional discussions with colleagues.

How often do you participate in collegial discussion about pedagogy?

professional knowledge and practice

Suggestions using the Quality Teaching model

Use the Quality Teaching model to:

- reflect on and analyse teaching practice.
- establish a common language to talk about practice.
- engage in dialogue and critical reflection on classroom and assessment practice.

Use the Quality Teaching model as a tool to evaluate personal achievement of the professional standards and to identify professional learning needs.

Use the Quality Teaching support materials to investigate teaching challenges.

Seek out opportunities to engage in collegial discussion and reflection on teaching practices, including team teaching, peer observation and feedback.

Use the Quality Teaching support materials to reflect on all aspects of practice and to stimulate professional dialogue.

Use a Lesson Study approach, underpinned by the Quality Teaching model (see Part B), to plan and teach a lesson and receive feedback from a colleague. Refine the lesson then observe a colleague teach the same lesson to a different class.

Use *A classroom practice guide* to code observed lessons and provide feedback to colleagues. Use *An assessment practice guide* in collaborative coding of assessment tasks, plans and programs.

Use the professional learning activities outlined in Part B of this document.

Use the Phase 2 and 3 Quality Teaching support materials to review and refine lesson plans, units of work and assessment tasks, including collegial coding and evaluation.

Negotiate classroom visits with colleagues for the purpose of providing constructive feedback on classroom practice.

Use the Quality Teaching support materials to engage in collegial discussion and reflection on teaching practices including team teaching, peer observation and feedback.

Quality Teaching dimensions

Quality Teaching elements

Intellectual quality

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Quality learning environment

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Significance

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C	Connectedness
N	Narrative

Element 7 Teachers are actively engaged members

NSW Professional Teaching Standards at Professional Competence

Focus questions using the Quality Teaching model

7.2.1

Communicate regularly and effectively with parents and caregivers, and other colleagues about students' learning and well-being.

How can respect and value for students' diverse social, cultural, ethnic and religious backgrounds be demonstrated in communications with colleagues, parents and caregivers?

How are students' learning goals and teaching programs clearly communicated to parents and caregivers?

7.2.2

Demonstrate empathy and understanding in all communication including reporting student achievement to parents and caregivers.

Is strong positive support for learning and mutual respect extended beyond the classroom to relations with parents and caregivers?

7.2.3

Provide opportunities for parents and caregivers to be involved in the teaching program where appropriate.

Are parents and caregivers accorded the role of partners in supporting students' learning?

Is the cultural and background knowledge of parents and caregivers acknowledged, respected and valued in teaching and learning programs?

7.2.4

Interact and network with colleagues and community stakeholders in educational forums.

How do you keep up to date with developments in your subject area and in professional practice?

What formal programs of professional learning do you utilise?

How current is your working knowledge of relevant DET policy documents?

How do you address policy in your teaching and learning programs?

of their profession and the wider community

Suggestions using the Quality Teaching model

Communicate high expectations of student achievement (HE) to parents and caregivers with supportive and explanatory documentation about student assessment requirements and learning program outlines. (EQC)

Identify and acknowledge the out-of-school knowledge of students by communicating with students' families and gaining familiarity with students' interests and the communities in which they live. (CK, BK)
Demonstrate strong, positive support for learning and mutual respect in all communications with parents and caregivers. (SS)

Where appropriate, include members of the community from diverse cultural backgrounds in learning activities (CK) to bring alive the learning of the lesson. (N)

Use the language and concepts of the Quality Teaching model when discussing teaching and learning in public forums on educational issues.

Quality Teaching dimensions

Quality Teaching elements

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- N Narrative

Resources and References

Support materials for the NSW Quality Teaching model

Phase 1: Introducing Quality Teaching

NSW Department of Education and Training *Quality teaching in NSW public schools: Discussion paper* (2008)

NSW Department of Education and Training *Quality teaching in NSW public schools: Starting the discussion* (2003)

NSW Department of Education and Training *Quality teaching in NSW public schools: An annotated bibliography* (2008)

NSW Department of Education and Training *Quality teaching in NSW public schools: A DVD introduction* (2006)

Phase 2: Classroom practice

NSW Department of Education and Training *Quality teaching in NSW public schools: A classroom practice guide* (2006)

NSW Department of Education and Training *Quality teaching in NSW public schools: Continuing the discussion about classroom practice* (2006)

NSW Department of Education and Training *Quality teaching in NSW public schools: Continuing the discussion about classroom practice: Lesson extracts K–10* (2006)

Phase 3: Assessment practice

NSW Department of Education and Training *Quality teaching in NSW public schools: An assessment practice guide* (2006)

NSW Department of Education and Training *Quality teaching in NSW public schools: Continuing the discussion about assessment practice* (2006)

NSW Department of Education and Training

Professional Support for New Scheme Teachers: Achieving Accreditation at Professional Competence: A guide for NSW government schools (2007)

Office of Schools Plan 2006–2008 (2006)

The Professional Learning Continuum (2006)

Accreditation of New Scheme Teachers in NSW Government Schools Policy (2008)

Procedures for Managing Probationary Teachers (2005)

Accreditation of New Scheme Teachers at Professional Competence Procedures (April 2008)

NSW Institute of Teachers

Professional Teaching Standards (2004)

Teacher Accreditation Manual, incorporating An Evidence Guide for Accreditation at Professional Competence (2005)

Websites

NSW Department of Education and Training

Professional Learning and Leadership Development Directorate

www.det.nsw.edu.au/proflearn

Accreditation of New Scheme Teachers in NSW Government Schools Policy

www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/PD20050165.shtml

Accreditation of New Scheme Teachers in NSW Government Schools Procedures

www.det.nsw.edu.au/policies/employment/recruit/tchr_acred

NSW Institute of Teachers

www.nswteachers.nsw.edu.au

NSW Board of Studies

www.boardofstudies.nsw.edu.au

Professional Teachers Council NSW

www.ptc.nsw.edu.au



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