

Master of Learning & Teaching (Secondary) – Professional Experience Program Progression



APST	EDM5000	EDM5001	EDM8100
	15 day Lesson Sequences	20 day Unit planning	25 day Final Supervised Placement GTPA with QPERF report
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning and modifications in lessons and formative assessments.	Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 Not assessed in PE			
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.	Demonstrate an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Demonstrating knowledge of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	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 Not assessed in PE			
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	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print).	Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	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 Not assessed in PE			
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Demonstrates accurate knowledge through an articulation and effective explanation of the lesson content effectively to students and can answer content-related questions from students.	Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents	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.	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning.	Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).	Organise content into an effective learning and teaching sequence.
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences.	Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences	Use curriculum, assessment and reporting knowledge to design learning sequences.
2.4 Not assessed in PE			
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Not assessed	Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	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.	Not assessed	Not assessed	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

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3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Sets learning goals that cater for individual students of varying abilities and characteristics	Develops a sequence of lessons with explicit, challenging and achievable learning goals.	Sets 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.	Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Include a range of teaching strategies.	Trials a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.	Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Trials the use of some learning resources, including ICT, aimed at engaging students in their learning.	Uses a range of resources and ICTs that target students' interests and learning needs.	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.	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	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 that can be used to improve student learning.	Evaluates own lessons and teaching sequences to promote student learning.	Evaluates own lessons and teaching sequences to promote student learning.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.
3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.			
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	Discusses strategies with the supervising teacher and trials some of these.	Identifies a range of strategies to promote the participation of all students.	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.	Reinforces established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment.	Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	Identifies and uses approaches to support appropriate behaviours. (Example, supportive and corrective strategies)	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Describe strategies that support students' wellbeing and safety working within school and/ or system, curriculum and legislative requirements.	Not assessed	Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	Describe strategies that support students' wellbeing 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.	Not assessed	Not assessed	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.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	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.	Uses oral communication to provide feedback in time to whole class students' feedback to student. (Example, well done, the answer is 4)	Uses oral and written communication to provide feedback to students about their learning.	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.	Not assessed	Not assessed	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

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5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Not assessed	Not assessed	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.	Not assessed	Not assessed	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.
6.1 Not assessed in PE			
6.2 Not assessed in PE			
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Receives constructive feedback in a positive and professional manner.	Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 Not assessed in PE			
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and awareness of duty of care.	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.	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.	Acts appropriately according to school/system organisational policies and processes.	Applies school/system organisational processes and policies in relation to their own conduct and practice and understands mandatory reporting requirements.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 Not assessed in PE			
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Not assessed	Demonstrates a willingness to participate with school staff in a range of activities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.