

APST	EUB140 – PEx 1 Kindergarten	EUB241 – PEx 2 Birth - 2	EUB343 – PEx 3 Grades 1-3	EUB444 – PEx 4 Kindergarten	EUB445 – Final PEx Prep- grade 3
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Writes detailed observations and analyses of children’s learning and development.	Writes detailed observations and analyses of children’s learning and development.	Demonstrates an awareness of students’ needs including the range of ways students learn as evidenced in approaches to lesson planning.	Demonstrates an understanding of the relevance of responding to students’ individual characteristics and developmental stage through the use of modifications in lessons and assessments for individuals and groups of students.	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 PEx					
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.	Not assessed	Demonstrates culturally responsive interactions and intentional teaching strategies when working with children and families.	Records detailed observations of differentiated teaching practice and demonstrate reflections that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Plans for and respects the diversity of all students in the classroom and makes connections between aspects of a lesson and student’s own contexts.	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 PEx					
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	Not assessed	Demonstrates knowledge of and responds to children’s non-verbal and verbal cues.	Is aware of the need to differentiate teaching to meet the different learning needs of all students.	Demonstrates, through lesson plans, an appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels.	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 PEx					
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Trials the use of some teaching strategies to engage children in relevant learning experiences.	Implements several teaching strategies to engage children in relevant learning experiences that are responsive to individuals and small groups.	Articulates and explains the lesson content effectively to students and can appropriately 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.	Plans effective learning experiences that are responsive to children’s interests.	Plans effective learning experiences that are responsive to children’s interests and reflect a planning cycle.	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons/learning experiences 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 including effective, orientating, enhancing and synthesising 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.	Analyses of children’s learning and development informs the development of effective learning experiences.	Analyses of children’s learning and development informs the development of effective learning experiences.	Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences.	Uses relevant curriculum documents to develop a sequence of lessons/learning experiences. These should demonstrate an understanding of the related assessment tasks and the monitoring of student learning in relation to these.	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4 Not assessed in PEx					
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Not assessed	Embeds literacy and numeracy teaching strategies within play-based learning experiences.	Uses teaching and learning strategies that demonstrate an understanding of how the development of students’ literacy and numeracy skills can be aided.	Uses explicit teaching and/or modeling of literacy or numeracy skills.	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	Plans for the use of digital tools and resources to engage students and promote student learning.	Uses digital resources and tools to support and enhance student learning.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Not assessed	Analyses of children’s learning and development informs learning goals for individual children and small groups.	Sets learning goals for individuals and classes based on curriculum documents and an understanding of individual students.	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.	Learning experience plans are informed by observations of children and how they learn.	Demonstrates, through the planning cycle, an ability to design experiences that promote children’s learning.	Plans a lesson sequence (3 lessons) 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.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Include a range of teaching strategies.	Trials several teaching strategies that support children’s learning.	Implements some teaching strategies to support children’s learning.	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 a range of resources, including ICT, to engage children in learning.	Uses a range of resources, including ICT, to engage children in learning.	Utilises knowledge of students’ strengths, needs and interests in the appropriate selection of resources, including ICT tools, which will promote student 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 voice, facial expression, gestures, physical movement and visual cues to engage children in learning.	Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning.	Moves beyond vocal and facial expression and gestures to demonstrating effective questioning skills to support student learning and engagement	Uses questioning and feedback to correct misconceptions and support learning of all students.	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.	Not assessed	Engages in reflective conversations with co-educators that evaluates documentation and practice.	Evaluates own lessons and teaching sequences to promote student learning.	Uses student assessment data and reflection on lessons taught to inform future planning.	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.	Writes detailed observations and reflections on strategies used to engage parents/carers.	Interacts with parents/carers and promotes opportunities for parental input to build connections between home and the centre.	Not assessed	Not assessed	Not assessed
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	Not assessed	Implements routines that are responsive to individual children.	Discusses strategies with the supervising teacher and trials some of these.	Uses a range of strategies to promote the participation of all students in an activity.	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.	Demonstrates an ability to use both verbal and non-verbal techniques to manage the learning environment and children’s participation.	Demonstrates an ability to use both verbal and non-verbal techniques to manage the learning environment and children’s participation.	Reinforces established classroom rules, routines and expectations to effectively manage the learning environment and transitions.	Uses clear instructions, established rules and 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.	Not assessed	Not assessed	Supports appropriate behavior through the use of preventative, supportive and corrective strategies	Use of essential skills to support on-task behaviour and prevent and correct off-task behaviour.	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.	Identify and work within system, curriculum and legislative requirements that support children’s wellbeing and safety.	Identify and work within system, curriculum and legislative requirements that support children’s wellbeing and safety.	Implements strategies that demonstrate an understanding of requirements related to students’ wellbeing.	Records student attendance, absence and safety concerns as required.	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	Not assessed	Understands strategies which promote safe, responsible and ethical use of ICT.	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.	Not assessed	Uses a range of observational and theoretical tools to assess children’s learning and development.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Uses a planned assessment strategy to collect information on student learning progression.	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.	Not assessed	Not assessed	Uses oral and written communication to provide feedback to students about their learning	Use of feedback that corrects misconceptions and extends students’ progression towards meeting the desired learning goal.	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	Not assessed	Shows an understanding, through observation notes and reflections, of how assessment is moderated to ensure consistent and comparable judgements are made.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Not assessed	Analyses and reflects on children’s learning and development to inform future planning.	Considers the types of evidence required to effectively evaluate student learning.	Use of planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.	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	Not assessed	Discusses student achievement with the supervising teacher and is familiar with the school’s reporting procedures and policies.	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 PEx					
6.2 Not assessed in PEx					
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Receives and applies constructive feedback in a positive and professional manner.	Seeks, receives and applies constructive feedback in a positive and professional manner.	Receives constructive feedback in a positive and professional manner and acts upon it promptly.	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 PEx					
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 via high level personal presentation, professional communication and conduct and awareness of duty of care.	Applies key principles of codes of conduct and ethics for teachers via high level 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.	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 system organisational policies and processes.	Acts appropriately according to system organisational policies and processes.	Can describe how school/system organisational processes and polices applies to own conduct and practice.	Applies school/system organisational processes and polices to 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.

<p>7.3 Engage with parents/carers</p>	<p>Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language.</p>	<p>Demonstrates professional and respectful interactions with parents/carers using appropriate language, tone and body language.</p>	<p>Not assessed</p>	<p>Not assessed</p>	<p>Not assessed</p>
<p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>	<p>Not assessed</p>	<p>Not assessed</p>	<p>Not assessed</p>	<p>Demonstrates a willingness to participate with school staff in a range of activities.</p>	<p>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>