

National Professional Standards for Teachers

Focus	Graduate	Graduate Professional Knowledge for Rural, Regional and Remote Contexts	
STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN			
1.1*	Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Knowledge of: transience and mobility, geographic isolation and access to opportunity/services and their impact on development and learning; issues impacting on child development (e.g. otitis media, youth suicide, vision impairments, foetal alcohol syndrome, substance abuse). Familiarity with “funds of knowledge” – recognising the resources that exist within culturally and linguistically diverse communities. Recognition of the diversity of family structures and range of caregivers with responsibility for children.
1.2*	Understanding how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Knowledge of: recent research related to “Closing the Gap”; impact of health on learning. Ability to access research, professional development and resources focussed on rural education from SPERA, AITSL and RRRTEC.
1.3*	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Knowledge of: Two-Way Learning; cultural competencies for indigenous and other cultural groups; English as a Second Language or Dialect (ESL/EAD); language code switching; ways of valuing first languages other than English in the classroom; teaching strategies to enhance continuity of transient or irregularly attending students.
1.4*	Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Knowledge of: Two-Way Learning; ESL/EAD strategies; impact of the law and skin groups for managing the behaviour of students; resources within the local community; inclusive language. Awareness of personal beliefs and values related to cultural ways of knowing. Ability to negotiate the curriculum in culturally sensitive ways, including the development of partnerships with local organisations. Knowledge and skills for working with support staff such as AIEOs.
1.5	Differentiating teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Knowledge of: multi-age/stage grouping strategies; community resources for extension and enrichment of learners; ICT sites/resources to support differentiated learning. Collegial networking skills through ICT and cluster hubs to enhance access to personnel with expertise. Knowledge and skills for working with support staff such as AIEOs, Teaching Assistants and Special Needs Assistants.
1.6	Strategies to support full participation of students with disabilities	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation of students with disabilities.	Knowledge of assistive technology, including use of amplification for hearing impaired students.

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT			
2.1	Content and pedagogy in the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and pedagogy in the teaching area.	Knowledge of place-based learning. Ability to link curriculum to communities; access resources, including personnel, to support “out-of-field” teaching. Awareness of the ‘think global act local’ strategy.
2.2	Content selection and organisation	Know how to organise and sequence content into an effective learning and teaching sequence.	Knowledge of planning for differentiated (multi-age) learning.
2.3	Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Knowledge of: strategies for maximising assessment records for transient and irregularly attending students; ESL Band Scales; regional programs and resources to support NAPLAN development. Development of open-ended, stratified tasks and authentic assessment; diverse, culturally appropriate means of reporting to parents and caregivers. Ability to: interpret assessment data in culturally appropriate ways; integrate local resources – human and physical- into learning plans.
2.4	Understanding of and respect for Aboriginal and Torres Strait Islander people to benefit reconciliation between Indigenous and non-Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Knowledge and use of: appropriate language; resources to support learning about ATSI history and culture, drawing on local resources where appropriate. Awareness and demonstration of cultural competency. Awareness of regional variations of indigenous knowledge, culture and language. Use of localised knowledge of history and local identities.
2.5	Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Knowledge of: the Aboriginal Literacy Strategy; localised programs for literacy and numeracy such as ABRACADABRA (Northern Territory) QuickSmart (SiMERR); Quicker & Smarter; community to link literacy and numeracy learning to the local context.
2.6	Information and Communication Technologies (ICTs)	Know pedagogical strategies for using ICTs to expand curriculum learning opportunities for students.	Knowledge of: community ICT resources such as Community Resource Centres and telecentres; Schools of the Air and the School of Isolated and Distance Education; “virtual classroom” technology. Knowledge of and skills to: use video and web conferencing; apply ICT problem solving; interact in online professional networks.

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING			
3.1	Establishing challenging teaching and learning goals	Describe learning goals that provide achievable challenges for students of varying abilities and characteristics.	Knowledge of extension programs and scholarships available to rural students; future education and career pathways connected to individual and community needs. Awareness of “Funds of Knowledge” literature to enhance the development of high expectations. Ability to: access local and distance resources to support differentiated learning; identify students’ aspirations and connect these to learning programs.
3.2	Planning, structuring and sequencing learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Develop: collaborative planning skills through cluster networks – vertical, horizontal and integrated; whole school planning; effective interpersonal skills for working with colleagues on site and at a distance. Awareness of planning strategies for multi-age and transient students.
3.3	Using pedagogical strategies	Include a variety of pedagogical strategies in teaching.	Use of: highly developed student grouping strategies and collaborative learning strategies; student centred and individually paced learning approaches such as IEPs and behaviour management plans. Well-developed ICT pedagogy (e.g. knowledge of TPACK).
3.4	Selecting and using resources	Demonstrate knowledge of a range of resources, including ICTs that engage students in their learning.	Knowledge of place-based resources – human and physical. Use of “virtual world” resources and Web 2.0. Ability to develop community partnerships to access commercial and industrial resources.
3.5	Using effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Knowledge of: code switching; culturally appropriate and respectful language and gestures. Develop rudimentary knowledge of common local language. Create multi-lingual, print rich learning environments. Access the assistance of AIEO and TA staff to develop knowledge of localised communication practices.
3.6	Evaluating and improving teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Knowledge of: reflective practices which involve personal, collegial, parent and community feedback; regional support resources. Use of localised and distance networking strategies. Develop: resilience and receptiveness to feedback; realistic professional aspirations and goals for continuing improvement.
3.7	Engaging parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	Extensive knowledge of processes and strategies for creation of parent and community partnerships for participation in learning, access to learning resources, and development of community. Use of communication strategies (choice of medium and language) appropriate to the cultural context of parents. Ability to work with AIEO staff and local elders.

*Denotes Teacher Guides Developed for these Focus Areas and Included in this Resource Package.

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Focus Graduate Graduate Professional Knowledge for Rural, Regional and Remote Contexts

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4.1	Supporting student participation	Identify strategies to support equitable and inclusive student participation and engagement in classroom activities.	Knowledge of: engagement and extension programs and scholarships available to rural students; post-secondary pathways for rural students, including training and alternative entry tertiary access; familial and community based factors which impact on completion of home-based work (e.g. travel, agricultural and familial responsibilities); community to enhance the relevance of curriculum. Ability to develop and maintain: appropriate relationships with students within school and the community; strategies to promote high student expectations and build student aspirations.
4.2	Managing classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	Knowledge of and ability to: implement multi-age learning through a variety of grouping strategies; strategies for working effectively in a "relief teaching" capacity. Develop effective relationships with AEIO and TAs.
4.3	Managing challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Knowledge of: the impact of the law and skin groups for managing the behaviour of students; regionally based or cluster based support services and personnel. Ability to: identify significant identities with the community; apply case management strategies; work collaboratively in an interagency approach to addressing challenging behaviour; develop effective relationships with AEIO and TAs; communicate with parents in culturally appropriate mediums and language.
4.4	Maintaining student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	Knowledge of: how local contexts can affect student well-being and safety (e.g. distance to medical and support services; effects of drought, bushfires, floods etc.); risk management strategies for working and living in geographically remote locations; policies for the movement of students within the local community and to geographically distant locations for excursions and camps; local emergency services personnel and procedures for climatic events such as cyclones, floods and fires; additional professional development requirements, such as 4WD vehicle training.
4.5	Using ICTs safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICTs in learning and teaching.	Knowledge of current education standards for use of ICT in classrooms including safe use of the Internet and permissions for Cybersafety.

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

5.1	Assessing student learning	Demonstrate understanding of assessment strategies including, informal and formal, formative and summative approaches to assess student learning.	Knowledge of: strategies for maximising assessment records for transient and irregularly attending students; ESL Band Scales; regional programs and resources to support NAPLAN development; diverse, culturally appropriate means of reporting to parents and caregivers. Ability to integrate local resources – human and physical - into learning plans. Development of open-ended, stratified tasks and authentic assessment.
5.2	Providing feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Knowledge of: the role parents/carers in the local community can play in providing feedback and support; most appropriate means, mediums and times for interacting with parents who may be distant, involved in seasonal occupations and shift work, absent or with low literacy levels. Ability to: use feedback to build confidence, raise expectations and aspirations; broaden student knowledge of world beyond the local context.
5.3	Making consistent and comparable judgement	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Knowledge of policies and processes for making consistent and comparable judgements in a small school/rural context. Recognise that performance within a rural school may not be representative of a comparable school aged population in a larger centre. Ability to build clusters for moderation purposes. Demonstrate interpersonal skills for working with others on site and in distant locations.
5.4	Interpreting student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Awareness of: a range of productive pedagogies for culturally diverse students; literacy and numeracy testing and teaching strategies for diverse students. Ability to: use a full suite of quantitative and qualitative data, including those designed for culturally diverse populations; interpret data in context and plan for differentiation based on demographics. Preparedness to identify and fill gaps in student learning.
5.5	Reporting on student achievement	Demonstrate understanding of a range of strategies for reporting to students.	Knowledge of: diverse, culturally appropriate means of reporting to parents and caregivers; most appropriate means for interacting with parents/carers in the local community to provide feedback and support. Ability to maintain positive and appropriate relationships with parents within the community, including the management of professional and personal boundaries.

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

6.1*	Identifying and planning for professional learning	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	Awareness of AITSL on line resources.
6.2	Engaging in professional learning to improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Awareness of the contextual challenges of accessing professional development from remote locations. Ability to use ICT to enhance professional development and collegial interaction.
6.3	Engaging with colleagues to improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Awareness of mechanisms for mentoring and coaching for graduates in distant locations. Knowledge of reflective practices which involve personal, collegial, parent and community feedback. Management of personal and professional relationships with colleagues.
6.4	Applying professional learning to improve	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Ability to access resources for graduates placed in "out-of-field" roles.

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND COMMUNITIES

7.1	Meeting professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Awareness of: the complexities of integrating professional and personal roles within the community; the importance of professional confidentiality in small communities. Develop professionally appropriate relationships with students in school and when interacting in the community.
7.2	Complying with legislative, administrative and Organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Awareness/knowledge of who to approach, within the remote context, to ensure school policies and procedures are followed.
7.3*	Engaging with the parents/carers	Demonstrate an understanding of strategies for dealing effectively, sensitively and confidentially with parents/carers.	Knowledge of: diverse, culturally appropriate means of reporting to parents and caregivers; processes and strategies for creation of parent and community partnerships. Use of communication strategies (choice of medium and language) appropriate to the cultural context of parents. Ability to maintain positive and appropriate relationships with parents within the community, including the management of professional and personal boundaries.
7.4	Engaging with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Awareness of: contextual challenges of accessing professional development from rural locations; the range of professional development opportunities and funding avenues for professional learning; providers of online professional development; systems and school level orientation and induction. Ability to: collaborate with other human services agencies for access to professional learning; use ICT to enhance professional development and collegial interaction.

Partner Universities



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