

Dimensions of Teaching:

Five genetic Dimensions of Teaching encompass the work of the Teacher Class. The chief characteristics of each dimension are:

1. *content of teaching and learning*
 - Knowledge of the curriculum areas being taught, including familiarity with the materials and programs associated with those areas of the curriculum
 - Pedagogical knowledge of the key learning areas
 - Understanding of the principles of teaching and learning, including characteristics of learners and strategies of classroom management and organization
 - Knowledge of the educational context eg. the statewide Curriculum and Standards Framework, particular initiatives, early intervention programs and the curriculum goals contained in the school charter.
2. Teaching practice
 - Use of a range of teaching strategies and styles appropriate to year levels and topics taught
 - Structuring learning tasks to provide for individual learning needs and the diversity of students' backgrounds
 - Use of effective classroom management strategies that encourage students to take responsibility for their learning
 - Developing relationships with students that encourage positive attitudes to learning
 - Responding effectively to the impact of variations of physical and intellectual ability on the learning process
 - Modelling effective organization and use of time
 - Establishing clear, challenging and achievable expectations for students
 - Providing counselling, pastoral care and welfare support for students
3. Assessment and reporting of student learning
 - Use of assessment and reporting strategies that complement and support the learning process
 - Maintaining accurate and comprehensive records of student progress and achievement
 - Providing feedback to the student on performance in a way that builds confidence and encourages continued effort
 - Providing meaningful reports on student performance to the student and parents or guardians.
4. Interaction with the school community
 - Recognizing the important role the family plays in a child's learning and taking account of this factor in appropriate ways
 - Communicating with parents or guardians, students and colleagues in a professional and constructive way
 - Working in partnership with students, families and colleagues to improve the learning environment of the school
 - Establishing links with the broader community where this can improve learning outcomes for students.
5. Professional requirements
 - Demonstrating positive values and attitudes about education appropriate to professional teaching and learning practices
 - Working with colleagues to plan and evaluate new ideas and teaching strategies that improve learning outcomes for students
 - Responding to emerging educational priorities and needs
 - Contributing to a range of school activities as a member of the school team
 - Engaging in critical self reflection of professional practices to improve the quality of teaching and learning
 - Actively participating in professional development activities and programs

- Working within the framework of a school charter, employer policies and regulations and the law
- Progressively demonstrating improved classroom practice
- Progressively taking a role in leading and managing the work of other teachers

Professional Standards

Beginning teachers:

Beginning teachers should, with respect to these dimensions:

Content of teaching and learning

- demonstrate basic knowledge of areas of the Curriculum and Standards Framework and/or Victorian Certificate of Education and school charter goals applicable to their teaching
- know and apply materials, teaching methods and programs associated with the curriculum area being taught
- know the characteristics of learners and current educational trends and strategies

Teaching practice

- plan activities and present curriculum content in accordance with Course Advice relevant to their classes
- identify individual learning needs and teach in a way that enables all students to achieve success
- apply teaching methodology and resources to meet the range of abilities and diversity in their classroom
- develop constructive relationships with students and maintain a positive working atmosphere in the classroom
- implement and maintain an appropriate student management plan within the context of the school's discipline and welfare policy and charter goals
- set class, challenging and achievable goals for students

Assessment and reporting of student learning

- use appropriate assessment and reporting methods to monitor and record student learning progress
- provide parents or guardians and students with positive and appropriate feedback on performance through informative written and verbal reports

Interaction with the school community

- demonstrate effective communication skills with teachers, parents or guardians and others
- work effectively in a range of school activities as a member of a school team

Professional requirements

- carry out responsibilities in a conscientious and diligent manner
- strive to improve their own performance and skills
- act in a professional manner with colleagues, students and parents or guardians
- ensure a safe and supportive classroom environment
- act in accordance with the school charter code of practice
- understand the employer's requirements and act in accordance with school policy and procedures as set out in the school charter.

Experienced Teachers

- demonstrate a high level of knowledge of relevant curriculum area student learning processes and resources, and can apply it in implementing programs that enhance student learning
- demonstrate high-quality classroom teaching skills and successfully employ flexible and adaptive approaches and constructive strategies to allow students to reach their full potential
- successfully apply assessment and reporting strategies that take account of relationships between teaching, learning and assessment
- respond effectively to emerging educational initiatives and priorities

- demonstrate high-level communication skills and professional behaviour when interacting with parents or guardians, students and colleagues
- successfully organize and manage aspects of the wider school program
- demonstrate improved teaching and performance skills through critically evaluating professional practices
- provide high-level professional assistance to other teachers in classroom related areas

Experienced teachers with responsibility

- demonstrate a comprehensive knowledge of relevant curriculum areas
- demonstrate and model excellent teaching and learning skills
- demonstrate a productive contribution to the school program
- demonstrate a significant contribution to the development, implementation and evaluation of curriculum programs and policy, and respond to initiatives that enhance student learning
- demonstrate a high-level of commitment to student welfare within the school
- demonstrate strong ongoing professional learning

Leading Teachers

- demonstrate exemplary teaching and learning performance
- demonstrate a strong commitment to personal leadership growth
- provide high-level educational leadership in the school community and beyond
- build and maintain effective teams and develop co-operative working relationships that promote excellence in teaching and learning within the educational and broader community
- initiate plan and manage significant change in response to new educational directions and manage the planning, development, implementation and evaluation of curriculum policy and programs
- demonstrate a high-level of ability to articulate educational issues and perspectives in communication with colleagues and others

Leading Teachers (head of school)

- successfully lead and manage the school
- demonstrated capacity to put in place appropriate systems and processes to meet the accountability requirements of the Department
- initiate, plan and manage significant change in response to new educational directions and manage the planning, development, implementation and evaluation of curriculum policy and programs
- demonstrate high-quality classroom teaching skills and successfully employ flexible and adaptive approaches and constructive strategies to allow students to reach their full potential
- successfully apply assessment and reporting strategies assessment and reporting strategies that take account of relationships between teaching, learning and assessment
- demonstrate a high level of ability to articulate educational issues and perspectives in communication with colleagues and others.