# Reflection using teaching standards

The reflective questions in this guide are based on the Australian Professional Standards for Teachers and inform the Strong start great teachers induction and accreditation processes.

## Standard 1: Know students and how they learn

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| Reflection questions related to standard descriptors | Reflections, insights, experiences, successes, challenges, next steps |
| 1.1.2 What teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics have you used to improve student learning? |  |
| 1.2.2 How have you structured teaching programs using research and advice from colleagues about how students learn? |  |
| 1.3.2 Which teaching strategies have you designed and implemented that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds? |  |
| 1.4.2 What effective teaching strategies have you designed and implemented that are responsive to the local community, cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students? |  |
| 1.5.2 What teaching activities have you developed that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities? |  |
| 1.6.2 Which teaching activities have you designed and implemented that support the participation and learning of students with disability? How do these activities address policy and legislative requirements? |  |

## Standard 2: Know the content and how to teach it

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| Reflection questions related to standard descriptors | Reflections, insights, experiences, successes, challenges, next steps |
| 2.1.2 Describe how you have applied knowledge of the content and teaching strategies of your teaching area to develop engaging teaching activities. |  |
| 2.2.2 Describe how content is organised into coherent, well sequenced learning and teaching programs. |  |
| 2.3.2 How is knowledge of curriculum requirements used to design and implement learning and teaching programs? Assessment requirements? Reporting requirements? |  |
| 2.4.2 What opportunities have you provided for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages? |  |
| 2.5.2 How have you applied knowledge and understanding of effective teaching strategies to support students’ literacy achievement? Numeracy achievement? |  |
| 2.6.2 What effective teaching strategies have you used to integrate ICT into learning and teaching programs to make selected content relevant and meaningful? |  |

## Standard 3: Plan for and implement effective teaching and learning

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| Reflection questions related to standard descriptors | Reflections, insights, experiences, successes, challenges, next steps |
| 3.1.2 How do you set explicit, challenging and achievable learning goals for all students? |  |
| 3.2.2 How do you plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning? |  |
| 3.3.2 Which relevant teaching strategies have you selected and used to develop knowledge, skills, problem solving and critical and creative thinking? |  |
| 3.4.2 Describe the resources you have selected and/or created and used, including ICT, that have engaged students in their learning. |  |
| 3.5.2 How do you use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement? |  |
| 3.6.2 How do you evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning? |  |
| 3.7.2 How do you plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning? |  |

## Standard 4: Create and maintain supportive and safe learning environments

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| Reflection questions related to standard descriptors | Reflections, insights, experiences, successes, challenges, next steps |
| 4.1.2 What inclusive and positive interactions have been established and implemented to engage and support all students in classroom activities? |  |
| 4.2.2 What orderly and workable routines have been established and maintained to create an environment where student time is spent on learning tasks? |  |
| 4.3.2 What clear expectations have been established and negotiated with students? How do you address discipline issues promptly, fairly and respectfully? |  |
| 4.4.2 Describe the school and/or system, curriculum and legislative requirements you have implemented to ensure students’ wellbeing and safety. |  |
| 4.5.2 Which strategies to promote the safe, responsible and ethical use of ICT in learning and teaching have you incorporated? |  |

## Standard 5: Assess, provide feedback and report on student learning

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| Reflection questions related to standard descriptors | Reflections, insights, experiences, successes, challenges, next steps |
| 5.1.2 What informal and formal diagnostic, formative and summative assessment strategies have you developed, selected or used to assess student learning? |  |
| 5.2.2 How do you provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals? |  |
| 5.3.2 Which assessment moderation activities have you participated in that support consistent and comparable judgements of student learning? |  |
| 5.4.2 How do you use student assessment data to analyse and evaluate student understanding of subject/content, identify interventions and modify teaching practice? |  |
| 5.5.2 How do you report clearly, accurately and respectfully to students and parents/carers about student achievement? How do you keep and use accurate and reliable records to assist the reporting process? |  |

## Standard 6: Engage in professional learning

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| Reflection questions related to standard descriptors | Reflections, insights, experiences, successes, challenges, next steps |
| 6.1.2 How have you used the Australian Professional Standards for Teachers and advice from colleagues to identify and plan your professional learning needs? |  |
| 6.2.2 What learning have you participated in to update knowledge and practice, targeted to your professional needs and school and/or system priorities? |  |
| 6.3.2 How have you contributed to collegial discussions and applied constructive feedback from colleagues to improve professional knowledge and practice? |  |
| 6.4.2 What professional learning programs have you undertaken to address identified student learning needs? |  |

## Standard 7: Engage professionally with colleagues, parents/carers and the community

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| Reflection questions related to standard descriptors | Reflections, insights, experiences, successes, challenges, next steps |
| 7.1.2 How do you meet the codes of ethics and conduct established by regulatory authorities, systems and schools? |  |
| 7.2.2 What are the implications of relevant legislative, administrative, organisational and professional requirements, policies and processes? How do you comply with these? |  |
| 7.3.2 How have you established and maintained respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing? |  |
| 7.4.2 Which professional and community networks and forums have you participated in to broaden knowledge and improve practice? |  |