Teacher Professional Standards
for the John Calvin Schools

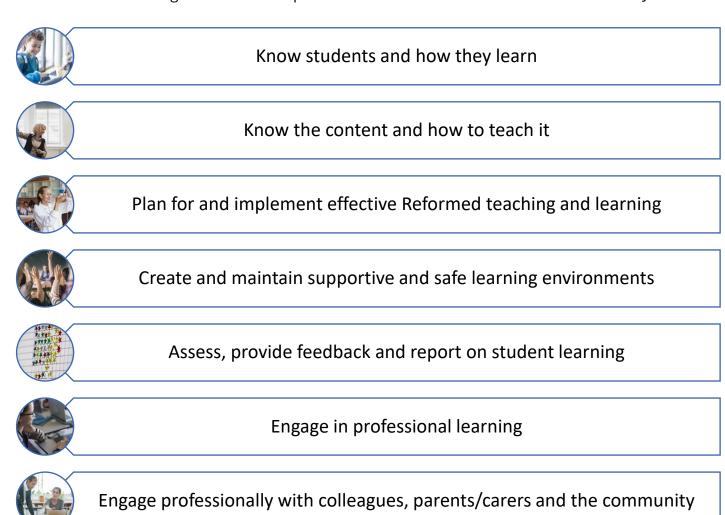# Teacher Professional Standards for the John Calvin Schools

The AITSL Professional Standards can be found at https://www.aitsl.edu.au/teach/standards. To achieve proficient and full registration with TRBWA, teachers must demonstrate that they meet these standards. Further, according to AITSL, the National Professional Standards contribute to the professionalism of teaching, raising the status of teaching and what it means to be a teacher. These standards have been modified for use in the Reformed schooling context and adopted as the Teacher Professional Standards for the John Calvin Schools.

Know students and how they learn

Know the content and how to teach it

Plan for and implement effective Reformed teaching and learning

Create and maintain supportive and safe learning environments

Assess, provide feedback and report on student learning

Engage in professional learning

Engage professionally with colleagues, parents/carers and the community

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STANDARD 1 – Know students and how they learn

Teachers recognise that the students are God's precious children who belong to His covenant community. These children are called to fulfil the obligations of the covenant in being subject to God and His Word, and obeying God-ordained authority. Students have the task to learn and engage in their schooling by using and developing their God-given talents. Teachers recognise their shared responsibility in educating and nurturing children to know and willing serve God and their neighbour. Teachers recognise that students are created as unique individuals and therefore use inclusive and sensitive teaching practices.

1.0 Understand students as covenant children

	Ineffective	Developing	Graduate	Practising	Proficient
	Has limited knowledge of the students as covenant children and the implication that has for teaching	Begin to demonstrate knowledge of the students as covenant children and its implications for teaching	Demonstrate knowledge of the students as covenant children and its implications for teaching	Demonstrate knowledge and express an understanding of the student as covenant children and its implications for teaching	Demonstrate and express a deep understanding of the students as covenant children and its implications for teaching
1.0.1 Identity of students	Identify students as children of God	Identify students as covenant children of God	Identify students as children of God and therefore subject to fulfilling the obligations of the covenant	Identify students as children of God and fellow members in Christ subject to fulfilling the obligations of the covenant	Identify students as fellow members of Christ subject to God and His Word, called to fulfil the obligations of the covenant in thankfulness
1.0.2 Godly teacher-student relationships (see also 1.2.4)	Inconsistent focus on developing positive, Godly teacher-student relationships	Begin to develop positive, Godly teacher-student relationships	Develop, maintain and uphold positive, Godly teacher-student relationships subject to God's Word	Develop, maintain and uphold positive, Godly teacher-student relationships subject to God's Word and which reflect attitudes of service based on mutual respect and fairness	Develop, maintain and uphold positive, Godly teacher-student relationships subject to God's Word and which reflect attitudes of service based on mutual respect, fairness, honesty, and commitment
1.0.3 Biblical discipline (see also 4.3.3)	Inconsistently exercise appropriate discipline	Exercise discipline based on defined rules and expectations	Exercise discipline appropriately, focusing on repentance and forgiveness	Exercise discipline fairly and appropriately, focusing on repentance, forgiveness and training in godliness	Exercise discipline fairly, sensitively and appropriately, focusing on repentance, forgiveness, training in godliness and restoration
1.0.4 Setting expectations	Set limited or inappropriate expectations	Set general expectations for learning and behaviour	Set appropriate class expectations and plan instruction to support the learning needs the students	Set appropriate class and student expectations for learning and behaviour and provide instruction to support the needs of <u>all</u> students	Set appropriate class and student expectations for learning and behaviour and provide instruction to support the needs and optimal development of <u>all</u> students

1.1 Physical, social and intellectual development and characteristics of students

	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate minimal knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning	Demonstrate some knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning	*Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning*	Demonstrate and express a clear understanding that the individual student's physical, social, emotional, intellectual and character development impact learning	*Use teaching strategies based on the knowledge of students' physical, social and intellectual development and characteristics to improve student learning*
1.1.1 Students are unique	Recognise God has created people as unique individuals	Recognise students as unique individuals created by God with a range of abilities	Recognise students as unique individuals created by God with a range of characteristics, interests, abilities and learning styles		
1.1.2 Student development	Identify differences between students in the classroom	Identify and record general differences between students in the classroom	Identify and record a broad range of differences in student development e.g. place students on learning continuums	Identify and record specific differences in student development e.g. identify strengths and weaknesses that provide opportunities or threats to learning	Identify and record specific individual differences in student development e.g. identify individual learning styles and the need for differentiation
1.1.3 Age-appropriate lessons	Plan lessons with no consideration of age appropriateness	Plan lessons that are age-appropriate	Plan lessons that generally consider the general physical, social, and intellectual development of students	Plan lessons that specifically consider individual physical, social, emotional and intellectual development	Plan and implement lessons that consider individual, age appropriate, physical, social, emotional and intellectual development
1.1.4 Providing learning opportunities for growth		Plan learning experiences that meet the general needs of the class	Plan a range of learning experiences to meet student interests and learning styles	Plan a range of learning experiences that encourage growth and optimal performance, according to student interests and learning styles	Plan and implement a range of learning experiences using appropriate teaching strategies that encourage growth and optimal performance, according to student interests and learning styles

1.2 Understand how students learn					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate nominal knowledge of research into how students learn and the implications for teaching in a positive and safe culture	Demonstrate limited knowledge of research into how students learn and the implications for teaching in a positive and safe culture	*Demonstrate knowledge and understanding of research into how students learn and the implications for teaching in a positive and safe culture*	Demonstrate a clear, ongoing understanding of research into how students learn and the implications for teaching in a positive and safe culture	*Structure teaching programs using research and collegial advice about how students learn in a positive and safe culture.*
1.2.2 Student support	Provide minimal support to students to encourage student learning	Provide support to students to encourage student learning	Provide appropriate levels of support and challenge to encourage student learning	Provide appropriate levels of support and challenge to encourage student learning and engagement	Provide appropriate levels of support, challenge and encouragement to promote student learning and engagement
1.2.3 Inclusive practices	Include no collaborative and inclusive practices	Develop collaborative and inclusive attitudes	Develop collaborative and inclusive attitudes and practices		Implement collaborative and inclusive practices in planning and teaching
1.2.4 Godly teacher-student relationships (see also 1.0.2)	Little interaction and communication with students	Interact positively with the students in the classroom	Interact and communicate positively and sensitively with students in the classroom and other school settings	Interact, communicate, and encourage positive relationships with students in the classroom and other school settings	Proactively interact, communicate, and encourage positive relationships with all students in the classroom and other school settings
1.2.5 Respectful classroom environment (see also 1.6.1)	Little evidence seen of developing a collegial classroom environment to allow students to express their ideas, values, and opinions	Attempt to build a respectful and collegial classroom environment to allow students to express their ideas, values, and opinions	Encourage a respectful and collegial classroom environment to allow students to express their ideas, values, and opinions in a sensitive manner	Model and insist on a respectful and collegial classroom environment, allowing students to express their ideas, values, and opinions in a sensitive manner	Model, plan for, teach and insist on a respectful and collegial classroom and school environment, allowing students to express their ideas, values, and opinions in a sensitive manner

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1.3 Students with diverse linguistic, cultural , religious and socioeconomic backgrounds					
	Ineffective	Developing	Graduate	Practising	Proficient
	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 knowledge of teaching strategies that are responsive to the learning strengths and needs of students from 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*	Know and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	*Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds*
1.3.1 Values and Attitudes	Not spending time to explore cultural values and attitudes	Attempting to explore values and attitudes in a culturally sensitive manner	Explore values and attitudes in an appropriate manner	Explore issues, values and attitudes in an appropriate manner	Proactively and reactively explore cultural issues, values and attitudes in an appropriate and sensitive manner
1.3.2 Sensitive teaching strategies	Demonstrate nominal knowledge and understanding of effective teaching strategies that are responsive to learning strengths and needs of students from diverse backgrounds	Demonstrate limited knowledge and understanding of effective teaching strategies that are responsive to learning strengths and needs of students from diverse backgrounds	Demonstrate knowledge and understanding of effective teaching strategies that are responsive to learning strengths and needs of students from diverse backgrounds		Plan and implement units and lessons with effective teaching strategies based on identified learning strengths and needs of students from diverse backgrounds
1.3.3 Sensitive questioning techniques	Fail to use a variety of questioning techniques to engage students from diverse backgrounds	Attempt to use a variety of questioning techniques to engage students from diverse backgrounds	Use appropriate questioning techniques to engage students from diverse backgrounds		Delicately and wisely use a variety of appropriate, effective and sensitive questioning techniques as part of the teaching strategy to engage students from diverse backgrounds
1.3.4 Culturally sensitive resources	Not using culturally sensitive resources	Limited use of culturally sensitive resources	Use culturally sensitive resources		

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1.4 Strategies for teaching Aboriginal and Torres Strait Islander students					
	Ineffective	Developing	Graduate	Practising	Proficient
	Fails to demonstrate knowledge and understanding of the impact of religious and cultural identity on student learning	Demonstrates a developing knowledge and understanding of the impact of religious and cultural identity on student learning	*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*	Respectfully promote 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	*Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students*
1.4.1 Respectful attitude (see also 2.4.1)			Model a respectful attitude towards indigenous culture and identity		Model and promote a respectful, empathetic and sensitive attitude towards indigenous culture and identity
1.4.2 Culturally sensitive strategies and resources			Use select culturally sensitive strategies and resources to provide relevant experiences appropriate to students from indigenous backgrounds		Modify teaching strategies and resources to effectively reflect and engage with the learning needs, experiences and beliefs of students with indigenous backgrounds
1.4.3 Engaging with other professionals					Engage with other professionals to assist in developing teaching and learning programs based on local community and indigenous cultural settings

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1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities					
	Ineffective	Developing	Graduate	Practising	Proficient
	Does not demonstrate an understanding of differentiated instruction to meet the needs of all students	Demonstrate a developing understanding of differentiated instruction to meet the needs of all students	*Demonstrate knowledge and understanding of strategies for differentiated teaching to meet the learning needs of students across the full range of abilities*	Understand and practice differentiated strategies to meet the specific needs of students across the full range of abilities	*Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities*
1.5.1 Differentiation	Fails to consider the needs of some students by providing more, or less, content as an attempt to differentiate	Consider the needs of some students by providing more, or less, content as an attempt to differentiate	Meet the needs of students by planning for differentiated content that supports and extends them in various ways	Meet the specific needs of students by planning for, and implementing differentiated content that support and extend in various ways	Meet the individual needs and strengths of students by developing and implementing differentiated content, processes and products that support and extend in various ways
1.5.2 Variety of teaching methods	Fails to consider developing a variety of teaching methods that consider different learning abilities and needs	Attempts to develop limited teaching methods that consider different learning abilities and needs	Develop a variety of teaching methods that consider different learning abilities and needs	Implement a variety of appropriate teaching methods to reflect different learning abilities and needs	Use a wide variety of teaching strategies that cater for specific students' abilities and/or needs
1.5.3 Variety of learning activities	Fails to consider developing programs with learning activities that consider different learning styles	Attempts to develop programs with a limited variety of learning activities that consider different learning styles	Develop programs with learning activities that consider different learning styles	Develop and implement programs and lesson plans with learning activities and resources that reflect different learning styles	Develop and implement programs and lesson plans with a wide variety of learning activities and resources to cater for different learning styles
1.5.4 Questioning for engagement (see also 4.1.2)	Minimal thought to using different types of questions	Using knowledge and comprehension type questions only	Develop a range of question types to engage all students	Use a range of question types to engage students and encourage understanding and high-order thinking	Use a range of question types to effectively promote discussion, engagement and critical thinking for all students

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1.6 Strategies to develop full participation of students with disability					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrates no knowledge of legislative requirements and teaching strategies that support students with disability	Demonstrates a beginning understanding of legislative requirements and teaching strategies that support students with disability	*Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support full participation and learning of students with disability*	Demonstrates an advanced understanding of legislative requirements and teaching strategies that support students with disability	*Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements*
1.6.1 Respectful classroom environment (see also 1.2.5)	Fail to consider the need for a respectful and collegial classroom environment	Encourage a respectful and collegial classroom environment	Encourage and maintain a respectful and collegial classroom environment that values all students as unique children of God	Encourage, maintain and insist on a respectful and collegial school and classroom environment that values all students as unique children of God	Develop and implement strategies to consistently encourage and maintain a respectful and collegial school and classroom environment that values all students as unique children of God
1.6.2 Planning modifications	Not seek collegial or professional involvement for the purpose of student learning	Seek collegial involvement to help develop plans and activities to cater for the needs of all the students in the class	Consult with colleagues and professionals to develop timetables, programs and goals that consider the needs of all students in the class	Seek specialist involvement (e.g. Special Education teachers or therapists) to develop and apply plans and activities that cater for the needs of all the students in the class (including IEPs)	Seek ongoing and regular collegial and specialist involvement to develop, apply and report on plans and activities that cater for the learning of all students in the class, including IEPs
1.6.3 Lesson modifications	Fail to consider changes to lesson plans and resources to include students with disabilities	Consider some changes to lesson plans and resources to include students with disabilities	Consider and plan appropriate changes to lesson plans and resources to include students with disabilities	Plan and implement appropriate changes to lesson activities and resources to include and support students with disabilities	Make ongoing adjustments and changes to lesson content, tasks, resources, groupings and structures to include and support students with disabilities
1.6.4 Physical modifications	Fail to consider and plan for adjustments to the physical classroom environment	Limited consideration for adjustments to the physical classroom environment e.g. class layout	Consider and plan for adjustments to the physical classroom environment e.g. layout, temperature, space	Implement necessary adjustments to the physical classroom environment e.g. layout, temperature, seating arrangements	Modify and make ongoing adjustments to the physical classroom environment e.g. layout, temperature, lighting, space, and seating arrangements
1.6.5 Legal requirements	Fails to comply with legal requirements	Limited compliance with legal requirements	Prioritize and diligently seek to comply with legal requirements		

STANDARD 2 – Know the content and how to teach it

Teachers understand and instil how the knowledge of Scripture underpins all learning. They recognise that the ultimate aim of Reformed education is to equip students to know and willingly serve God and their neighbour. Teachers recognise the key content, Biblical concepts and teaching strategies of each learning area they teach.

2.1 Content and teaching strategies of the teaching area

	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrates insufficient knowledge and understanding of the concepts, substance and structure of the content	Demonstrates a developing knowledge and understanding of the concepts, substance and structure of the content by	*Demonstrate knowledge and understanding of the concepts, substance and structure of the content from a Christian perspective, and teaching strategies of the teaching area*	Demonstrates and begins to apply knowledge of the concepts, substance and structure of the content from a Christian perspective, and teaching strategies of the teaching area	*Apply knowledge of the content from a Christian perspective, and teaching strategies of the teaching area to develop engaging teaching activities*
2.1.1 Christian worldview			Understand and make references to the Christian worldview of the teaching area	Make explicit references to the Christian worldview of the teaching area in lessons	Consistently and explicitly embed the Christian worldview of the teaching area in lessons
2.1.2 Content sequence	Fails to structure the subject content into planned units of work	Inconsistently structure the subject content sequentially into planned units of work	Sequentially structure the subject content into planned units of work	Plan and implement subject content sequentially within units and lessons	Develop and arrange subject content sequentially when planning and implementing lessons in engaging ways
2.1.3 Key concepts	Nominal knowledge of the central or key concepts of the learning area and build them into planning documents	Limited knowledge of the central or key concepts of the learning area and build them into planning documents	Apply knowledge of the central or key concepts of the learning area and build them into planning documents	Apply knowledge of the key concepts within the learning area when planning and teaching	Apply knowledge of the key concepts within the learning area to plan and teach using strategies that promote conceptual thinking and contextual understanding of the learning area
2.1.4 Teaching strategies (see also 3.3)	Fails to use specific teaching strategies related to the learning area to teach concepts	Limited use of specific teaching strategies related to the learning area to teach concepts	Use specific teaching strategies related to the learning area when planning lessons	Use teaching strategies related to the learning area when teaching lessons	Use and modify teaching strategies and activities related to the learning area when teaching concepts and engaging students in various contexts (e.g. classroom, library, lab)

2.2 Content selection and organization					
	Ineffective	Developing	Graduate	Practising	Proficient
	Does not demonstrates the ability to organize content into an effective learning and teaching sequence	Demonstrate with uncertainty, the ability to organize content into an effective learning and teaching sequence	*Organize content into an effective learning and teaching sequence using the JCS planning template*	Organize content into an effective learning and teaching sequence linked to the JCS curriculum requirements using the JCS planning template	*Organise content into coherent, well sequenced learning and teaching programs linked to the JCS curriculum requirements using the JCS planning template*
2.2.1 Using JCS planning template (see also 2.1.1, 3.2)	Does not use the JCS planning template to prepare lessons	Inconsistently uses the JCS planning template to develop units and prepare lessons	Use the JCS planning template to develop units and prepare lessons that are logically sequenced to develop understanding and reflect curriculum requirements	Use the JCS planning template to develop units and prepare and deliver lessons that are logically sequenced to develop understanding and reflect curriculum requirements	Effectively use the JCS planning template to develop units and prepare and deliver coherent, well-sequenced and balanced learning programs that develop subject-specific understanding and skills, and reflect curriculum requirements
2.1.5 Content-specific vocabulary	Fails to use content-specific vocabulary when planning and implementing lessons	Limited use of content-specific vocabulary when planning and implementing lessons	Use content-specific vocabulary when planning lessons	Use and engage with content-specific vocabulary when planning and implementing lessons	Use, promote and engage with content-specific language and vocabulary when planning and implementing lessons

2.3 Curriculum, assessment and reporting					
	Ineffective	Developing	Graduate	Practising	Proficient
	Does not use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	Inconsistently use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	*Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans*	Use curriculum, assessment and reporting knowledge to design and implement learning sequences and lesson plans	*Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements*
2.3.1 Program design (see also 3.2, 5.4)			Design programs based on curriculum outcomes and reporting cycles		Design and implement programs based on curriculum outcomes and reporting cycles

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrates little knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and language and is not referenced in lessons.	Demonstrates a developing knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and language through	*Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages*	Demonstrates a broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and language in a Christian perspective	*Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages*
2.4.1 Promote understanding and respect (see also 1.4.1)	Fail to plan content and learning activities to promote knowledge and respect for indigenous history, cultures and languages	Ineffectively plan content and learning activities to promote knowledge and respect for indigenous history, cultures and languages	Plan content and learning activities to promote knowledge and respect for indigenous history, cultures and languages	Plan content and learning activities linked to syllabus content to promote understanding and respect for indigenous histories, cultures and languages	Plan and implement a variety of teaching and learning activities linked to curriculum content and school policies that support understanding and respect for indigenous histories, cultures and languages

2.5 Literacy and numeracy strategies					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrates some knowledge and understanding of literacy and numeracy teaching strategies	Demonstrates knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas	*Know and understand literacy and numeracy teaching strategies and their application in teaching areas*	Know and understand effective literacy and numeracy teaching strategies	*Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement*
2.5.1 Modelling conventions	Inconsistently model grammatical and English language conventions as appropriate	Model grammatical and English language conventions as appropriate	Effectively model numerical, grammatical and English language conventions as appropriate	Teach and model numerical, grammatical and English language conventions as appropriate	Integrate, teach and model numerical, grammatical and English language conventions as appropriate
2.5.2 Using strategies	Has some knowledge and understanding of literacy and numeracy strategies but fails to use them in lesson plans	Know and understand literacy and numeracy strategies but applies them inconsistently in lesson plans	Know and understand literacy and numeracy strategies, and use them in lesson plans	Use explicit literacy and numeracy strategies in programs and lesson plans	Use a variety of explicit and structured cross-curricular literacy and numeracy strategies in programs and lesson plans
2.5.3 Collaboration with colleagues	Minimal collaboration undertaken to meet student literacy and/or numeracy needs	Some collaboration undertaken to meet student literacy and/or numeracy needs	Work collaboratively where applicable to meet student literacy and/or numeracy needs	Work collaboratively, where applicable, with support teachers to meet student literacy and/or numeracy needs	Work collaboratively with colleagues and professionals (e.g. ESL teachers) to meet student literacy and/or numeracy needs
2.5.4 Incidental Teaching				Use incidental teaching opportunities to correct language, literacy and numeracy skills	Deliberately use incidental teaching opportunities to correct and extend language, literacy and numeracy skills

2.6 Information and Communication Technology (ICT)					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrates limited knowledge of strategies for using Information and Communication Technology (ICT) to expand curriculum learning opportunities for students	Demonstrates some knowledge of strategies for using Information and Communication Technology (ICT) to expand curriculum learning opportunities for students	*Demonstrate knowledge of teaching strategies for using Information and Communication Technology (ICT) to expand curriculum learning opportunities for students*	Use teaching strategies to integrate ICT into teaching and learning programs to promote student learning	*Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful*
2.6.1 **Use ICT** (see 3.4.3)	Nominal use of ICT in teaching and learning activities to promote student engagement and expand learning opportunities	Limited use of ICT in teaching and learning activities to promote student engagement and expand learning opportunities	Use ICT in planning and learning activities to promote student engagement and expand learning opportunities	Use ICT in teaching and learning activities to promote student engagement and understanding according to student needs (e.g. web-based research, applications (Word))	Use a variety of available ICT resources in teaching and learning activities to promote student engagement, understanding and skills (e.g. web-based research, web tools, applications (Word), and software) as meaningful and relevant to student needs and interests

STANDARD 3 – Plan for and implement effective Reformed teaching and learning

Teachers articulate and express the Christian worldview for each subject area in planning and implementing the JCS curriculum. Teachers embed the Biblical perspective in their lessons, using discernment to select content material, activities and resources appropriate to student development. They use sound communication, differentiation, and creative methods of delivery. Teachers set explicit learning goals, reflect on and evaluate their programs, and strive for excellence in supporting the optimal learning of all students.

3.1 Establish Challenging Learning Goals

	Ineffective	Developing	Graduate	Practising	Proficient
	Set limited learning goals that provide no achievable challenges for students of varying abilities and characteristics	Set broad learning goals that provide limited challenges for students of varying abilities and characteristics	*Set learning goals that provide achievable challenges for students of varying abilities and characteristics*	Set explicit learning goals that provide achievable challenges for students of varying abilities and characteristics	*Set explicit, challenging and achievable learning goals for all students.*
3.1.1 Write learning goals	No achievable learning goals set prior to lessons	Write specific learning goals based on content	Write SMART learning goals based on content and student behaviour	Write and implement challenging SMART learning goals based on content, student behaviour, previous assessment and classroom observations	Write and implement challenging SMART learning goals based on content, skills, student behaviour, previous assessment, feedback and lesson responses
3.1.2 Articulate learning outcomes	No intended outcomes articulated	Articulate with some ambiguity the intended outcomes	Articulate intended outcomes to groups of students	Clearly articulate specific intended outcomes to the individual students	Clearly articulate the specific intended outcomes to the individual students and how to achieve them
3.1.3 Observe to determine learning	Limited observation after the lesson	Limited observation during lessons to determine whether students have attained the learning goals	Observe during lessons to determine whether or not students have attained the learning goals	Observe during lessons to determine to what extent students have attained the learning goals	Observe and reflect during lessons to determine whether students have successfully attained the learning goals

3.2 Plan, structure and sequence learning programs					
	Ineffective	Developing	Graduate	Practising	Proficient
	Does not plan lesson sequences using knowledge of the JCS curriculum, student learning, Biblical content or effective teaching strategies	Plan lesson sequences using knowledge of the JCS curriculum, student learning, Biblical content and effective teaching strategies with limited success	*Plan lesson sequences using* the JCS curriculum, *knowledge of student learning,* Biblical *content and effective teaching strategies*	Plan and implement lesson sequences using knowledge of the JCS curriculum, student learning, Biblical content and effective teaching strategies	*Plan and implement well-structured learning and teaching programs or lesson sequences that engage students*, use the JCS curriculum and Biblical content, *and promote learning*
3.2.1 Using JCS Curriculum		Attempt to plan lesson sequences using the JCS curriculum	Plan lesson sequences using the JCS curriculum syllabus documents	Plan and implement detailed lesson sequences using the JCS curriculum foundation and syllabus documents	
3.2.2 Articulate Biblical perspective			Articulate the Biblical perspective for units of work in planning documents		Clearly articulate and teach the Biblical perspective for units of work in planning and delivering lessons
3.2.3 Link content, strategy and learning styles		Plan lessons that reflect the link between content, and student learning	Plan lessons that reflect the link between content, teaching strategies, and student learning styles	Plan and implement engaging lessons that reflect the link between content, teaching strategies, student motivation and student learning styles	Plan and implement effective and engaging lessons that reflect the link between content, teaching strategies, student motivation and student learning styles
3.2.4 Link content and prior knowledge		Attempt to prepare units of work and lesson sequences	Prepare units of work and lesson sequences based on prior experiences	Prepare and implement units of work and lesson sequences based on prior experiences and student knowledge of content	Prepare and implement detailed and engaging units of work and lesson sequences based on prior experiences and student knowledge of content

3.3 Use teaching strategies					
	Ineffective	**Developing**	**Graduate**	**Practising**	**Proficient**
	Include a very small range of teaching strategies when planning lessons	Include a limited range of teaching strategies when planning lessons	*Include a range of teaching strategies when planning lessons*	Includes an extended range of teaching strategies when planning and implementing lessons	*Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking*
3.3.1 Relevant strategies (see also 2.1.4)	Plan using teaching strategies mostly relevant to lesson objectives	Plan using teaching strategies relevant to lesson objectives	Plan using effective teaching strategies relevant to lesson objectives and prior experiences	Plan and implement effective teaching strategies relevant to lesson objectives and prior experiences	Plan and implement effective teaching strategies relevant to lesson objectives, student engagement and prior experiences
3.3.2 Variety of strategies (see also 3.2.2)	Use a small variety of basic teaching strategies including e.g. • closed tasks • direct instruction • lecture • textbook • whole group teaching • Practise	Use a limited variety of teaching strategies including e.g. • research • visualization • limited ICT use • graphic organizers • worksheets	Use a variety of teaching strategies including e.g. • whole group/small groups • peer teaching/learning • focussed discussions • effective use of ICT • experiential (field trips) • role-playing	Use a wide variety of teaching strategies including e.g. • inquiry based learning • grouping • collaborative learning • concept maps • project-based • debates	Use an extended variety of relevant teaching strategies including e.g. • problem solving • metacognitive tasks • open ended tasks/questioning • reciprocal learning • logical reasoning • hypothesizing

3.4 Select and use resources					
	Ineffective	**Developing**	**Graduate**	**Practising**	**Proficient**
	Demonstrate a limited knowledge of a range of resources including ICT that engage the children in their learning	Demonstrate growing knowledge of a range of resources including ICT that engage the children in their learning	*Demonstrate knowledge of a range of resources including ICT that engage the children in their learning*	Select from a diverse range of resources including ICT that engage the children in their learning	*Select and/or create and use a range of resources, including ICT, to engage students in their learning*
3.4.1 Variety of resources	Sporadically use a small variety of resources aimed at teaching specific subject content at the appropriate developmental level of students	Occasionally use a limited variety of resources aimed at teaching specific subject content at the appropriate developmental level of students	Regularly use a variety of resources aimed at teaching specific subject content at the appropriate developmental level of students	Frequently use a variety of resources aimed at teaching specific subject content at the appropriate developmental level of students	Consistently use a substantial variety of resources aimed at teaching specific subject content at the appropriate developmental level of students
3.4.2 Curriculum support material	Limited use of traditional curriculum support material such as teacher manuals, textbooks, workbooks, self-made resources, study guides, handouts and computers/programs with limited engagement	Rely heavily on the use traditional curriculum support material such as teacher manuals, textbooks, workbooks, self-made resources, study guides, handouts and computers/programs to attempt to engage the students in their learning	Appropriately use traditional curriculum support material such as teacher manuals, textbooks, workbooks, self-made resources, study guides, handouts and computers/programs that engage the students in their learning	Effectively use traditional curriculum support material such as teacher manuals, textbooks, workbooks, self-made resources, study guides, handouts and computers/ programs to engage the students in their learning	Understand, efficiently use, and supplement traditional curriculum support material such as teacher manuals, textbooks, workbooks, self-made resources, study guides, handouts and computers/ programs to maintain engagement the students in their learning
3.4.3 Using props and visual aids	Limited use of props, visual aids and a variety of technologies including e.g. • books • toys • posters • classroom displays	Occasionally use props, visual aids and a variety of technologies including e.g. • hands on manipulatives • learning games • iPad e.g. See-saw • maps/diagrams • handouts • 3D models	Use appropriate props, visual aids and a variety of technologies including e.g. • Word processing • PowerPoint • bots • graphic calculator • projector screens • videos	Effectively use appropriate props, visual aids, and a variety of technologies including e.g. • Google classroom • Google docs, • appropriate apps • Interactive white boards • making portfolios	Aptly use appropriate props, visual aids, and a variety of technologies including e.g. • making video, slideshow, podcasts • project-based learning • adapting resources to suit purpose of lesson

3.5 Use effective communication with the students

	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate a small range of verbal and non-verbal communication strategies to support student engagement	Demonstrate a limited range of verbal and non-verbal communication strategies to support student engagement	*Demonstrate a range of verbal and non-verbal communication strategies to support student engagement*	Use effective verbal and non-verbal communication strategies to support student understanding, participation and engagement	*Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.*
3.5.1 Maintaining an orderly, Christian classroom	Does not use verbal and non-verbal communication strategies to maintain order	Limited use of effective verbal and non-verbal communication strategies to maintain an orderly and functional classroom	Use verbal and non-verbal communication strategies courteously, respectfully, and objectively, to maintain an orderly, functional, Christian classroom	Effectively use verbal and non-verbal communication strategies respectfully, objectively, and encouragingly, to maintain an orderly, engaging, Christian classroom with positive student participation	Confidently and effectively use verbal and non-verbal communication strategies respectfully and fairly to maintain an orderly, engaging, Christian classroom with positive classroom interactions
3.5.2 Verbal strategies	Attempt to adapt tone, pitch and volume according to the purpose of engagement	Adapt tone, pitch and volume according to the purpose of instruction and management including e.g. • positive and negative emotions	Adapt tone, pitch, volume, speed, pausing and duration according to the purpose of engagement, instruction and management including e.g. • controlled commands • questioning • compassion/sympathy	Adapt tone, pitch, volume, speed, pausing, and duration according to the purpose of engagement, instruction and management including e.g. • interest • disappointment • awe	Adapt tone, pitch, volume, speed, pausing and duration according to the purpose of engagement, instruction and management including e.g. • positive and negative reinforcement
3.5.3 Non-verbal strategies	Limited intentional use of non-verbal forms of communication to support student engagement	Intentional use of some non-verbal forms of communication to support classroom management and student engagement e.g. • clapping • time out • well known gestures	Intentional, effective use of non-verbal forms of communication to support classroom management, student engagement and participation e.g. • facial expression • pausing • teacher presence • established gesture routines	Intentional, effective, confident use of non-verbal forms of communication to support classroom management, student engagement, participation and learning e.g. • body language • circulating • clicking fingers • eye contact	Intentional, thoughtful, effective and confident use of non-verbal forms of communication to support classroom management, student engagement, participation, learning and achievement e.g. • appropriate proximity • visual reminders (e.g. posters)

3.6 Evaluate and improve teaching programs					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate very little knowledge of strategies that can be used to evaluate teaching programs to improve student learning	Demonstrate some knowledge of strategies that can be used to evaluate teaching programs to improve student learning	*Demonstrate a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning*	Demonstrate and implement a broad range of strategies used to evaluate teaching programs to improve student learning and inform planning	*Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning*
3.6.1 Evaluating programs	Does not evaluate teaching and learning programs	Inconsistently evaluate teaching and learning programs	Evaluate teaching and learning programs using strategies such as: • classroom observations • student results/ performance • personal lesson reflections		Regularly evaluate teaching and learning programs using strategies such as: • student reflections/ feedback • pre- and post- unit assessment results • professional learning opportunities
3.6.2 Moderating programs	Avoid moderation opportunities	Reluctantly moderate programs with other teachers through discussions of assessment data	Moderate programs with other teachers through discussions of assessment data	Moderate programs with colleagues through collaborative analysis and discussions of assessment data	Moderate programs with other teachers through collaborative analysis and discussions of assessment data and student feedback
3.6.3 Revising programs		Occasionally use assessment results and moderation outcomes for revising and updating plans	Consider using assessment results and moderation outcomes to revise and update plans	Use assessment results and moderation outcomes to revise and update plans	Use assessment and moderation outcomes and student feedback to revise, update and inform planning

3.7 Engage parents/carers in the educative process					
	Ineffective	Developing	Graduate	Practising	Proficient
	Fails to demonstrate a broad range of strategies for involving parents in the educative process	Demonstrates a limited range of strategies for involving parents in the educative process	*Describe a broad range of strategies for involving parents/carers in the educative process*	Demonstrate and implements a broad range of strategies for involving parents in the educative process	*Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning*
3.7.1 Parental contact and involvement (see also 7.3)	Avoid parental contact or involvement in the children's learning	Have parental contact for the children's learning, when necessary, through e.g. - daily communication book - parents sign summative assessment results (test, assignments) - school newsletters - parent-teacher meetings	Use parental contact and involvement in the children's learning by e.g. - using See-saw or similar program - volunteering in class/excursions - inviting parents to share their skills experiences and knowledge in class - homework assistance	Willingly use parental contact and involvement in the children's learning by e.g. - using Questionnaires - request feedback during the term or after report cards - draw on resources (personal) within the community to enhance lessons - using SWOT when preparing for Parent-teacher meetings	Encourage and proactively plan for parents/carers to be involved in the children's learning by e.g. - interacting professionally and respectfully with parents about student progress - encouraging input and involvement in the school/class/learning of students - regular communication, not only when there are concerns - research tasks

STANDARD 4 – Create and maintain supportive and safe learning environments
Teachers exert Christian influence and leadership as they exercise their God-given authority wisely and fairly. They establish Godly relationships to promote student learning, participation and a positive school culture. Teachers maintain an orderly and Christian classroom environment, use Biblical discipline to manage challenging behaviour, and consistently teach and enforce student safety. They display and role-model love and obedience to God, exhibiting the fruit of the Spirit in all their conduct.
4.1 Support student participation

	Ineffective	Developing	Graduate	Practising	Proficient
	Identify nominal strategies to support inclusive student participation and engagement in classroom activities	Identify limited strategies to support inclusive student participation and engagement in classroom activities	*Identify strategies to support inclusive student participation and engagement in classroom activities*	Identify and implement strategies to support inclusive student participation and engagement in classroom activities	*Establish and implement inclusive and positive interactions to engage and support all students in classroom activities*
4.1.1 Interaction with students (see also 1.2.4)	Use a nominal number of strategies that support individuals to participate in classroom activities such as: • uses student names • appropriate praise	Use limited strategies that support individual participation in classroom activities such as: • giving individual encouragement • modelling respect and positive language • partnering students within comfortable groups	Use strategies that support individual participation and engagement in classroom activities such as: • varying expectations and responsibilities • modelling rapport and politeness • affirming responses	Use a variety of interactions that support individuals to engage and interact in classroom activities such as: • giving feedback • varying questioning techniques	Use a wide variety of interactions that support individuals to engage and willingly interact in classroom activities such as: • consider personal barriers and personalities • valuing individual responses • giving constructive feedback • celebrating success
4.1.2 Questioning for participation	Use questioning techniques for clarification	Use questioning techniques to e.g. • lead • elaborate • rephrase	Use questioning techniques to e.g. • probe • justify/validate responses • develop understanding • think and elaborate	Use effective questioning techniques to e.g. • redirect thinking • motivate curiosity • hypothesise	Use effective and appropriate questioning techniques to e.g. • encourage analytical thinking • reason • reflect and defend • consider applications
4.1.3 Mitigating barriers	Does not recognise barriers to positive classroom interactions	Recognise barriers to positive classroom interactions by e.g. • providing extensions • changing student grouping or seating arrangements	Recognise barriers to positive classroom interactions and seek to support students by e.g. • demonstrating an attitude of care and empathy • being consistent and fair	Recognise barriers to positive classroom interactions and seek to support students by e.g. • being accessible • being sensitive to their needs • considering environmental factors	Recognise barriers to positive classroom interactions and seek to support students by e.g. • respectfully considering events in student's lives • balancing assessments in a timely way • considering personal barriers i.e. personalities

4.2 Manage the learning environment					
	Ineffective	Developing	Graduate	Practising	Proficient
	Fails to demonstrate the capacity to organize classroom activities and provide clear directions	Attempts to demonstrate the capacity to organize classroom activities and provide clear directions	*Demonstrate the capacity to organize classroom activities and provide clear directions*	Demonstrate effectively the capacity to organize classroom activities and provide clear directions	*Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks*
4.2.1 Classroom rules and routines (see also 1.6.1)	Fails to teach or maintain classroom rules, routines and procedures	Inconsistently use classroom rules, routines and procedures such as - entering/exiting the classroom - movement around the classroom - showing respect	Plan to establish, and enforce clear classroom rules, routines and procedures in a positive classroom environment such as - workbook etiquette - discussion etiquette - use of computers	Establish, teach, practise and enforce clear classroom routines, expectations and procedures in a safe environment	Establish, teach, practise and respectfully and consistently enforce clear and safe, classroom routines, expectations and procedures in a safe and collegial environment
4.2.2 Organising activities		Plan resourced activities	Plan appropriately resourced activities within applicable timeframes		Plan and implement appropriately resourced activities within applicable timeframes
4.2.3 Giving directions	Usually give directions at the students' level	Give directions at the students' level	Give clear directions at the students' level		Give clear, concise and well-articulated directions at the students' level

4.3 Managing challenging behaviour					
	Ineffective	Developing	Graduate	Practising	Proficient
	Fails to demonstrate knowledge of the practical approaches to manage challenging behaviour	Demonstrate some knowledge of the practical approaches to manage challenging behaviour	*Demonstrate knowledge of the practical approaches to manage challenging behaviour*	Demonstrate and apply knowledge of the practical approaches to manage challenging behaviour	*Manage challenging behaviour by establishing ~~and negotiating~~ clear expectations with students and address discipline issues promptly, fairly and respectfully*
4.3.1 Role-model	Occasionally model positive attitudes	Inconsistently model positive attitudes	Model positive attitudes, preparedness and organisation		Consistently model positive attitudes, enthusiasm, preparedness and organisation
4.3.2 Addressing behaviour triggers	Inadequately address the triggers of inappropriate behaviour	Inconsistently address the triggers inappropriate behaviour	Address the triggers of challenging behaviour	Respectfully and fairly address the triggers of challenging behaviour	Respectfully and fairly address the triggers of challenging behaviour and apply judgement based on context
4.3.3 Biblical Discipline (see also 1.0.3)	Use discipline practises to address misbehaviour	Use Godly discipline to address misbehaviour by using e.g. • reasonable and appropriate consequences	Use Godly discipline to address misbehaviour by e.g. • building positive relationships • restorative practices • preventative/corrective	Use Godly discipline to address unwanted behaviour with e.g. • Biblical language • mediation principles • seeking forgiveness	Use Godly discipline fairly and appropriately to address misbehaviour with e.g. • brotherly kindness • Christian conversations • discipleship through discussion and reflection

4.4 Maintain Student Safety

	Ineffective	Developing	Graduate	Practising	Proficient
	Inadequately describe strategies that support students' wellbeing and safety within school and/or system, curriculum and legislative requirements	Describe basic strategies that support students' wellbeing and safety within school and/or system, curriculum and legislative requirements	*Describe strategies that support students' wellbeing and safety within school and/or system, curriculum and legislative requirements*	Describe accurately strategies that support students' wellbeing and safety within school and/or system, curriculum and legislative requirements	*Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements*
4.4.1 Health and safety policies	Mindful of school policies that support student safety and wellbeing	Mindful of the content of school policies that support student safety and wellbeing such as • emergency plans • prevention and management of student bullying	Know the content of school policies that support student safety and wellbeing such as • National Safe Schools Framework • Duty of care • Child Protection policy • Protective Behaviours curriculum		Actively and responsibly fulfil the requirements of school policies that support student wellbeing and safety
4.4.2 Health Curriculum	Aware of the content of the Health and Phys. Ed and Child Protection curricula	Know the content of the Health and Phys. Ed and Child Protection curricula	Articulate the content of the Health and Phys. Ed and Child Protection curricula		Teach and implement the content of the Health and Phys. Ed and Child Protection curricula
4.4.3 Teaching safety		Attempt to plan lessons to teach children how to be safe	Plan lessons to teach children how to be safe	Plan and teach children how to be safe	Plan, and explicitly and incidentally teach lessons on how to be safe and what to do when feeling unsafe
4.4.4 Enforcing safety	Know of safety and wellbeing during lessons, excursions, experiments and on the playground	Inconsistently attempt to highlight and insist on safety and wellbeing during lessons, excursions, experiments and on the playground	Highlight and enforce safety and wellbeing during lessons, excursions, experiments and on the playground		

Teacher Professional Standards for the John Calvin Schools

4.5 Use ICT safely, responsibly and ethically					
	Ineffective	Developing	Graduate	Practising	Proficient
	Fails to 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	Demonstrate some understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	*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*	Demonstrate an advanced understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	*Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching*
4.5.1 ICT policies	Aware of school policies that support the school's use of ICT such as e.g. • using passwords • using network safeguards	Know the content of school policies that support the school's use of ICT such as e.g. • student usage guidelines • code of conduct	Understand the content of school policies that support the school's use of ICT such as e.g. • using monitoring programs (Lanschool) • social media guidelines	Fulfil the requirements of school policies that support responsible and ethical use of ICT such as e.g. • use and need of previewing resources	Actively and responsibly fulfil the requirements of school policies that support responsible and ethical use of ICT
4.5.2 Teach ICT safety, responsible use, and ethics	Know the need for safe, responsible and ethical use of ICT	Inconsistently attempt to highlight and monitor safe, responsible and ethical use of ICT	Plan lessons that address and highlight safe, responsible and ethical use of ICT including e.g. • personal security protocols • photographs • cyberbullying • unsafe sites	Plan and teach lessons that address, highlight and monitor safe, responsible and ethical use of ICT including e.g. • privacy • misleading information • social media protocols	Plan and teach lessons that explicitly address, highlight, monitor and insist on safe, responsible and ethical use of ICT including e.g. • intellectual property • copyright laws: plagiarism and referencing • digital information security practices
4.5.3 Respond to ICT misuse	Fail to respond appropriately to unethical use of ICT	Inconsistently respond to unethical use of ICT	Respond appropriately and decisively when there is evidence of unethical use of ICT		

STANDARD 5 – Assess, provide feedback and report on student learning

Teachers enable students to achieve success in learning with a view to growing in knowledge, understanding and skills. Teachers conduct assessments fairly and equitably, providing appropriate and helpful feedback to students and parents. They show Christian leadership in making honest and impartial professional judgements, in interpreting data, and in reporting.

5.1 Assess student learning

	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate a nominal understanding of assessment strategies including informal and formal diagnostic, formative and summative approaches to assess student learning	Demonstrate developing understanding of assessment strategies including informal and formal diagnostic, formative and summative approaches to assess student learning	*Demonstrate understanding of assessment strategies including informal and formal diagnostic, formative and summative approaches to assess student learning*	Demonstrate understanding of and use assessment strategies including informal and formal diagnostic, formative and summative approaches to assess student learning	*Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning*
5.1.1 Diagnostic assessment	Occasionally plans formal and informal generic diagnostic assessments	Inconsistently plans formal and informal generic diagnostic assessments to determine current knowledge, skills and understanding	Plan formal and informal generic diagnostic assessments to determine current knowledge, skills and understanding e.g. • pre-tests • observations • concept maps • prior knowledge brainstorm	Design plan and implement varied formal and informal diagnostic assessments to determine current knowledge, skills and understanding e.g. • interviews • self-assessments • discussion • standardised tasks	Design, plan and implement varied and authentic formal and informal diagnostic assessments to determine current knowledge, skills and understanding e.g. • impromptu presentations • problem solving • moderated tasks
5.1.2 Formative assessment	Occasionally plan formal and informal formative assessment	Inconsistently plan formal and informal formative assessment to gather feedback during the instructional process for reflection and task modification	Plan formal and informal formative assessment to gather feedback during the instructional process for reflection and task modification e.g. • questioning • conferences • lesson exit tickets • class brainstorming	Design, plan and implement varied formal and informal formative assessment to gather feedback during the instructional process for reflection and task modification e.g. • paired tasks • peer assessments • classroom polls • writing summaries	Design, plan and implement varied and authentic formal and informal formative assessment to gather feedback during the instructional process for reflection and task modification e.g. • pop quizzes • impromptu presentations • recreating ideas • explaining misconceptions

5.1.3 Summative assessment	Occasionally plan formal and informal summative assessment	Inconsistently plan formal and informal summative assessments to sum up learning at the end of the instructional process	Plan formal and informal summative assessments to sum up learning at the end of the instructional process e.g. • tests – short answer, essays or multiple choice • quizzes • student workbook pages	Design, plan and implement varied formal and informal summative assessments to sum up learning at the end of the instructional process e.g. • rubrics (generic) • checklists • performances • projects	Design, plan and implement varied and authentic formal and informal summative assessments to sum up learning at the end of the instructional process e.g. • rubrics (specific) • presentations • inquiry-based tasks • portfolios

5.2 Provide feedback to students on their learning

	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate nominal understanding of the purpose of providing timely and appropriate feedback to students about their learning	Demonstrate limited understanding of the purpose of providing timely and appropriate feedback to students about their learning	*Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning*	Demonstrate an advanced understanding of the purpose of providing timely and appropriate feedback to students about their learning	*Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals*
5.2.1 Feedback purpose	Give limited feedback to the students	Give personal feedback to assist students • understand the need for correction	Give timely, personal feedback to assist students • increase in confidence, self-awareness and enthusiasm for learning • understand their progress	Give timely, personal, useful and valuable feedback to assist students • determine what's needed to improve performance	Give timely, personal, useful valuable and reflective feedback to assist students • change focus from their final grades to mastery of the material itself
5.2.2 Feedback method	Give feedback when necessary	Use feedback appropriate to the situation, such as e.g. • right or wrong marks • returning assessments	Use a variety of evaluative feedback methods appropriate to the general needs of the class, such as e.g. • oral comments • giving genuine praise (ability) • corrective comments about behaviour • collaborative/group feedback	Use a variety of feedback methods appropriate to the specific needs of the class, such as e.g. • written comments • as-you-go marking • giving genuine praise (effort) • conferencing	Use a variety of feedback methods appropriate to the needs of the individual students, such as e.g. • providing examples • comments for improvement • meeting specified learning intentions • giving student goals

5.3 Make consistent and comparable judgements					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate no understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	Demonstrate limited understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	*Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning*	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	*Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning*
5.3.1 Moderating student assessment	Has nominal understanding of the process of moderation and its purpose for ensuring assessment is continuously conducted with accuracy, consistency and fairness	Has limited understanding of the process of moderation and its purpose for ensuring assessment is continuously conducted with accuracy, consistency and fairness	Know and understand the process of moderation and its purpose for ensuring assessment is continuously conducted with accuracy, consistency and fairness	Know, understand and actively participate in the process of moderation and its purpose for ensuring assessment is continuously conducted with accuracy, consistency and fairness	Know, understand, coordinate and actively participate in the process of moderation and its purpose for ensuring assessment is continuously conducted with accuracy, consistency and fairness
5.3.2 Collaborative analysis of data	Is not involved with colleagues in collaborative analysis and discussions of assessment data	Be reluctantly involved with colleagues in collaborative analysis and discussions of assessment data	Be involved with colleagues in collaborative analysis and discussions of assessment data	Be actively involved with colleagues in collaborative analysis and discussions of assessment data	Be willingly and actively involved with colleagues in collaborative analysis and discussions of assessment data

5.4 Interpret student data					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate a nominal capacity to interpret student assessment data to evaluate student learning and modify teacher practice	Demonstrate a limited capacity to interpret student assessment data to evaluate student learning and modify teacher practice	*Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teacher practice*	Demonstrate a proficient capacity to interpret student assessment data to evaluate student learning and modify teacher practice	*Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice*
5.4.1 Collecting data to evaluate learning	Data collected only as summative evaluation for reporting	Limited data collected to evaluate student learning based on e.g. • student oral or written responses • tests results	Collect and interpret data to evaluate student learning based on e.g. • achievement of objectives • assignment or project results	Collect, reflect, and interpret data to evaluate student learning based on e.g. • student engagement • student interactions • standardised assessment	Collect, reflect, analyse and interpret data to evaluate student learning based on e.g. • work samples • comparing prior- and post-knowledge
5.4.2 Applying data to make adjustments	Does not apply assessment data to the planning of subsequent lessons	Inconsistently apply assessment data to adjust subsequent lessons	Apply data and reflections to adjust and plan for subsequent lessons	Apply data and reflections to adjust content, process and/or teaching strategies in subsequent lessons	Apply data, reflections, analysis and interpretations to adjust the content, process, product, learning environment and/or teaching strategies in subsequent lessons and programs

5.5 Report on Student Achievement					
	Ineffective	Developing	Graduate	Practising	Proficient
	Demonstrate a nominal 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	Demonstrate a limited 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	*Demonstrate an 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*	Demonstrate a proficient 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	*Report clearly, accurately and respectfully to students and parents/ carers about student achievement, making use of accurate and reliable records*
5.5.1 Record keeping policies	Collect achievement records	Collect and store achievement records according to school policies and privacy laws.	Collect, store and organize achievement records according to school policies and privacy laws	Carefully and accurately collect, store and organize achievement records according to school policies and privacy laws	Accurately and meticulously collect, store and organize achievement records according to school policies and privacy laws
5.5.2 Reporting to parents and students	Use nominal ways of reporting to students and parents e.g. • using diaries • formal report card marks	Use limited ways of reporting to students and parents e.g. • signing summative assessments • formal report card comments • yearly parent-teacher interviews	Use different ways of reporting to students and parents e.g. • newsletters • returning assessments (e.g. SEQTA) • sending work samples home	Use different ways of accurately and respectfully reporting to students and parents e.g. • telephone calls, emails, personal discussions or conferences • regular parent-teacher interviews when necessary (e.g. IEPs) • sharing Apps (e.g. See-Saw) • parent information days (e.g. Open days, Parents' night	Use different ways of accurately, respectfully and honestly reporting to students and parents e.g. • setting and giving feedback on individual learning goals • formal and informal notes

STANDARD 6 – Engage in professional learning

Teachers set high personal and professional standards and continually engage in activity leading to growth as a teacher well-grounded in God's Word. They develop collaborative relationships with colleagues, and apply professional learning with a view to improving practice and student learning.

	Ineffective	Developing	Graduate	Practising	Proficient
6.1 Identify and plan professional learning needs					
	Does not identify professional learning needs		*Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs*	Use the Australian Professional Standards for Teachers to identify professional learning needs	*Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs*
6.1.1 Professional learning plan			Conduct an AITSL standards self-assessment and compare with a colleague/mentor's evaluation	Identify goals for learning that link to the AITSL standards, focus areas or descriptors (e.g. performance appraisal)	Write a Professional Learning Plan that is linked to identified AITSL standards, focus areas or descriptors
6.2 Engage in professional learning and improve practice					
	Does not engage in professional learning	Identify sources of professional learning for teachers	*Understand the relevant and appropriate sources of professional learning for teachers*	Participate in relevant and appropriate professional learning	*Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities*
6.3 Engage with colleagues and improve practice					
	Does not contribute to collegial discussions, seek or apply feedback from others	Receive feedback from supervisors and teachers	*Seek and apply constructive feedback from supervisors and teachers to improve teaching practices*	Contribute to collegial discussions and apply constructive feedback from others to improve teaching practices	*Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice*
6.4 Apply professional learning and improve student learning					
	Does not apply professional learning		*Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning*	Use professional learning to improve general teaching practice and/or student outcomes	*Undertake professional learning programs designed to address identified student learning needs*
6.4.1 Professional learning log			Provide examples of how professional learning could impact student learning	Maintain a professional learning log to demonstrate participation e.g. professional courses, reading, action research	Maintain a professional learning plan that includes a log of activities based on explicitly identified student needs

STANDARD 7 – Engage professionally with colleagues, parents/carers and the community

Teachers comply with the legislative, administrative and organisational requirements of the FRSA. They contribute to the school community, communicating with parents and other stakeholders, and recognising their place and role in the shared responsibility for student learning.

	Ineffective	Developing	Graduate	Practising	Proficient
7.1 Meet professional ethics and responsibilities					
	Does not understand or apply key principles in the code of conduct or other regulatory systems		*Understand and apply the key principles described in codes of ethics and conduct for the teaching profession*		*Meet codes of ethics and conduct established by regulatory authorities, systems and schools*
7.2 Comply with legislative, administrative and organisational requirements					
	Does not comply with legislative, administrative and organisational policies and processes		*Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage*	Understand and comply with relevant legislative, administrative and professional requirements and processes	*Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes*
7.3 Engage with the parents/carers (see also 3.7)					
	Does not engage with parents/carers		*Understand strategies for working effectively, sensitively and confidentially with parents/carers*	Work effectively, sensitively and respectfully with parents/carers regarding their children's learning	*Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing*
7.4 Engage with professional teaching networks and broader communities					
	Does not participate in professional networking meetings or forums		*Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice*	Attend networking meetings and educational forums	*Participate in professional and community networks and forums to broaden knowledge and improve practice*

SUMMARY CHECKLIST: Teacher Professional Standards for the John Calvin Schools   TEACHER:

Grade: School:

Description of Standard	←	Graduate		Proficient	→
Standard 1: Know students and how they learn					
1.0 Understand students as covenant children					
1.0.1 Identity of students					
1.0.2 Godly teacher-student relationships (see also 1.2.4)					
1.0.3 Biblical discipline (see also 4.3.3)					
1.0.4 Setting expectations					
1.1 Physical, social and intellectual development and characteristics of students					
1.1.1 Students are unique					
1.1.2 Student development					
1.1.3 Age-appropriate lessons					
1.1.4 Providing learning opportunities for growth					
1.2 Understand how students learn					
1.2.1 Student support					
1.2.2 Inclusive practices					
1.2.3 Godly teacher-student relationships (See also 1.0.2)					
1.2.4 Respectful classroom environment (See also 1.6.1)					
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds					
1.3.1 Values and attitudes					
1.3.2 Sensitive teaching strategies					
1.3.3 Sensitive questioning techniques					
1.3.4 Culturally sensitive resources					
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students					
1.4.1 Respectful attitudes (see also 2.4.1)					
1.4.2 Culturally sensitive strategies and resources					
1.4.3 Engaging with other professionals					
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities					
1.5.1 Differentiation					
1.5.2 Variety of teaching methods					
1.5.3 Variety of learning activities					
1.5.4 Questioning for engagement (see also 4.1.2)					
1.6 Strategies to develop full participation of students with disability					
1.6.1 Respectful classroom environment (See also 1.2.5)					
1.6.2 Planning modifications					
1.6.3 Lesson modifications					
1.6.4 Physical modifications					
1.6.5 Legal requirements					
Comment:					

Description of Standard	←	Graduate		Proficient	→
Standard 2: Know the content and how to teach it					
2.1 Content and teaching strategies of the teaching area					
2.1.1 Christian worldview					
2.1.2 Content Sequence					
2.1.3 Key concepts					
2.1.4 Teaching strategies					
2.1.5 Content-specific vocabulary					
2.2 Content selection and organisation					
2.2.1 Using JCS planning template (See also 2.1.1 and 3.2)					
2.3 Curriculum, assessment and reporting					
2.3.1 Program design (See also 3.2 and 5.4)					
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians					
2.4.1 Promote understanding and respect (See also 1.4.1)					

Description of Standard	←	Graduate		Proficient	→
2.5 Literacy and numeracy strategies					
2.5.1 Modeling conventions					
2.5.2 Using strategies					
2.5.3 Collaboration with colleagues					
2.5.4 Incidental teaching					
2.6 Information and Communication Technology (ICT)					
2.6.1 Use ICT (See also 3.4.3)					
Comment:					

Description of Standard	←	Graduate		Proficient	→
Standard 3: Plan for and implement effective Reformed teaching and learning					
3.1 Establish challenging learning goals					
3.1.1 Write learning goals					
3.1.2 Articulate learning outcomes					
3.1.3 Observe to determine learning					
3.2 Plan, structure and sequence learning programs					
3.2.1 Using JCS curriculum					
3.2.2 Articulate Biblical perspective					
3.2.3 Link content, strategy and learning styles					
3.2.4 Link content and prior knowledge					
3.3 Use teaching strategies					
3.3.1 Relevant strategies (see also 2.1.4)					
3.3.2 Variety of strategies (see also 3.2.2)					
3.4 Select and use resources					
3.4.1 Variety of resources					
3.4.2 Curriculum support material					
3.4.3 Using props and visual aids					
3.5 Use effective communication with the students					
3.5.1 Maintaining an orderly, Christian classroom					
3.5.2 Verbal strategies					
3.5.3 Non-verbal strategies					
3.6 Evaluate and improve teaching programs					
3.6.1 Evaluating programs					
3.6.2 Moderating programs					
3.6.3 Revising programs					
3.7 Engage parents/carers in the educative process					
3.7.1 Parental contact and involvement (see also 7.3)					
Comment:					

Description of Standard	←	Graduate		Proficient	→
Standard 4: Create and maintain supportive and safe learning environments					
4.1 Support student participation					
4.1.1 Interaction with students (see also 1.2.4)					
4.1.2 Questioning for participation					
4.1.3 Mitigating barriers					
4.2 Manage the learning environment					
4.2.1 Classroom rules and routines (see also 1.6.1)					
4.2.2 Organising activities					
4.2.3 Giving directions					
4.3 Managing challenging behaviour					
4.3.1 Role-model					
4.3.2 Addressing behaviour triggers					
4.3.3 Biblical discipline (see also 1.0.3)					

Description of Standard	←	Graduate		Proficient	→
4.4 Maintain student safety					
4.4.1 Health and safety policies					
4.4.2 Health curriculum					
4.4.3 Teaching safety					
4.4.4 Enforcing safety					
4.5 Use ICT safely, responsibly and ethically					
4.5.1 ICT policies					
4.5.2 Teach ICT safety, responsible use, and ethics					
4.5.3 Respond to ICT misuse					
Comment:					

Description of Standard	←	Graduate		Proficient	→
Standard 5: Assess, provide feedback and report on student learning					
5.1 Assess student learning					
5.1.1 Diagnostic assessment					
5.1.2 Formative assessment					
5.1.3 Summative assessment					
5.2 Provide feedback to students on their learning					
5.2.1 Feedback purpose					
5.2.2 Feedback method					
5.3 Make consistent and comparable judgements					
5.3.1 Moderating student assessment					
5.3.2 Collaborative analysis of data					
5.4 Interpret student data					
5.4.1 Collecting data to evaluate learning					
5.4.2 Applying data to make adjustments					
5.5 Report on student achievement					
5.5.1 Record keeping policies					
5.5.2 Reporting to parents and students					
Comment:					

Description of Standard	←	Graduate		Proficient	→
Standard 6: Engage in professional learning					
6.1 Identify and plan professional learning needs					
6.1.1 Professional learning plan					
6.2 Engage in professional learning and improve practice					
6.3 Engage with colleagues and improve practice					
6.4 Apply professional learning and improve student learning					
6.4.1 Professional learning log					
Comment:					

Description of Standard	←	Graduate		Proficient	→
Standard 7: Engage professionally with colleagues, parents/carers and the community					
7.1 Meet professional ethics and responsibilities					
7.2 Comply with legislative, administrative and organisational requirements					
7.3 Engage with the parents/carers					
7.4 Engage with professional teaching networks and broader communities					
Comment:					

Overall Comment

Action Items / Suggestions for Improvement

TEACHER: Name: _____   Signature: _____

PRINCIPAL/EVALUATOR: Name: _____   Signature: _____

FREE REFORMED
SCHOOL ASSOCIATION

*My heart I offer to You Lord - **promptly and sincerely***