

Classroom teacher incremental progression

IN CONFIDENCE

WITHOUT PREJUDICE

Increment	Developmental Stage	Expectations of performance (to guide annual professional discussion)	Expectations of professional responsibilities (to guide annual professional discussion)
1.1	New Educator 1	<p>Fulfil professional responsibilities, including attendance, Professional Pathways (probationary assessment in first year) and professional learning days.</p> <p>New Educator 1 indicators include (but are not limited to)</p> <ul style="list-style-type: none"> • Satisfactory probation report and appointment confirmed. • Capacity to: <ol style="list-style-type: none"> i. engage students in purposeful and appropriate learning experiences; ii. monitor, assess, record and report student learning outcomes. 	<p>Main responsibility is to develop classroom teaching skills.</p> <p>Undertake five days of professional learning in accordance with clause 97.</p> <p>Support includes induction, orientation and a total of 15 days over three years, notionally allocated as:</p> <ul style="list-style-type: none"> • six days in the first year of teaching • five days in the second year of teaching • four days in the third year of teaching.
1.2			
1.3			
1.4	Experienced Teacher 2	<p>Fulfil professional responsibilities, including attendance, Professional Pathways and professional learning days.</p> <p>Experienced Teacher 2 indicators include (but are not limited to):</p> <ul style="list-style-type: none"> • engage students in purposeful and appropriate learning experiences • monitor, assess, record and report student learning outcomes • participate in school curriculum development as a member of a team • reflect critically on professional experience. 	<p>Take on broader professional responsibilities within the school as part of their Professional Pathways Plan, including (but not limited to):</p> <ul style="list-style-type: none"> • five days of professional learning in accordance with clause 97 • support for New Educators • collaboration with colleagues to develop programs and resources • shared responsibility for school-wide tasks • supervision of university students undertaking professional experience.
1.5			
1.6			
1.7	Experienced Teacher 3	<p>Fulfil professional responsibilities, including attendance, Professional Pathways and professional learning days.</p> <p>Experienced Teacher 3 indicators include (but are not limited to):</p> <ul style="list-style-type: none"> • cater for diverse learning needs of students • apply purposefully a range of teaching strategies • apply comprehensive systems of assessment and reporting • contribute to the corporate life of the school • contribute to school curriculum evaluation and development • reflect critically on professional experience and pursue professional learning. 	<p>Take on additional responsibilities within the school and may take on some system-wide responsibilities as part of their Professional Pathways Plan, including (but not limited to):</p> <ul style="list-style-type: none"> • five days of professional learning in accordance with clause 97 • participation in and co-ordination of student teacher supervision within the school • active mentoring of New Educators • responsibility for school-wide tasks, such as coordinator roles • supervision of interns.
1.8			