Details of *QuickSmart* Professional Development for Australian Teachers  
**Career Stage: Proficient**

**STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN**

1.1 Use teaching strategies based on knowledge of students’ physical, social and intellectual characteristics to improve student learning.

You have:
- learned how to select *QuickSmart* students and how to cater for students at different stages of development;
- demonstrated your knowledge of stages of student development and exceptions to general patterns in discussions;
- demonstrated your knowledge of students and how they learn by participating in a PMI analysis of the *QuickSmart* instructional program.

1.2 Structure teaching programs using research and collegial advice about how students learn.

You have:
- participated in discussions about how to select students according to their demonstrated skills and prior achievements, how to seek appropriate background information, how to consult with stakeholders;
- participated in discussions about the impact on learning for students whose needs are not being met;
- learned about the importance of positive interactions with students and of implementing learning activities that have meaning for the students.

1.3 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

You have:
- learned how you can address the learning needs of students from a variety of backgrounds with the *QuickSmart* intervention.

1.4 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.

You have:
- demonstrated by your willingness to be involved with the *QuickSmart* intervention that you can apply effective strategies for the above students, knowing that many of the students chosen to participate in *QuickSmart* come from these cultures.

1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

You have:
- demonstrated by your involvement in the *QuickSmart* program your willingness to learn to apply a different approach to learning to meet the needs of students not well-catered for without the intervention;
- examined the *QuickSmart* User Guide to further inform your knowledge of the intervention program;
- learned how to ensure that students acquire age-specific skills using *QuickSmart* and other resources and practical activities.

**STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT**

2.1 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

You have:
- had the opportunity to demonstrate your knowledge of teaching and learning and to learn more about both;
- discussed the *QuickSmart* activities and their purposes as they relate to teaching and learning;
- learned about the variety of teaching strategies and of resources available to support *QuickSmart* and you have discussed how these strategies and resources help make content meaningful to students.

2.2 Organise content into coherent, well-sequenced learning and teaching programs.

You have:
- learned how to structure a *QuickSmart* lesson and to demonstrate knowledge of the sequential nature of lessons and activities;
- learned about the lesson structure and how you can refine planning and delivery of the intervention to improve outcomes.

2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

You have:
- learned how *QuickSmart* addresses national curriculum requirements;
- discussed how *QuickSmart* requires logical sequencing of lessons;
- learned how *QuickSmart* facilitates the differentiation of curriculum to address student diversity;
- discussed assessment and reporting in the *QuickSmart* context.
### 2.5 Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.

You have:
- learned about the *QuickSmart* literacy/numeracy intervention and its research base;
- learned about the following aspects of the *QuickSmart* intervention:
  1. how to present a *QuickSmart* lesson;
  2. how to assess student understanding and progress;
  3. how to adapt *QuickSmart* lessons when necessary;
  4. the role of automaticity;
  5. addressing students’ needs via feedback, adapting lessons, providing relevant experiences, and communicating with students;
- learned about recent developments in *QuickSmart* and further evidence to support the claims made re its effectiveness.

### 2.6 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

You have:
- learned about the *OZCAAS* computer software which assesses student response speed and accuracy. The results provide a basis for discussions about progress and future goals.

### STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

#### 3.1 Set explicit, challenging and achievable learning goals for all students.

You have:
- learned how to set learning goals in conjunction with the students in terms of their speed and accuracy to support their learning and their capacity to move on to problem-solving.

#### 3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

You have:
- learned about the structure of a *QuickSmart* lesson and the reasons for that structure, including the effectiveness of the *QuickSmart* intervention in engaging students;
- learned about the logical nature of lesson sequences with clear learning goals for students.

#### 3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

You have:
- learned about the different lesson components and their purposes;
- learned about the variations that can be made to each of these components;
- learned about the need to incorporate problem solving via a problem-solving scaffold into *QuickSmart* lessons.

#### 3.4 Select and/or create and use a range of resources, including ICT, to engage students in their learning.

You have:
- learned about the use of resources to support the *QuickSmart* intervention, including how to choose them according to student need;
- participated in an evaluation of *QuickSmart* resources including the *OZCAAS* computer software;
- participated in a discussion on how to maximise on-task time through the lesson structure and the *QuickSmart* resources.

#### 3.5 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

You have:
- learned about questioning techniques to probe student understanding and setting students up for success by your questioning techniques;
- discussed how to acknowledge and value student responses.

#### 3.6 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

You have:
- learned about the importance of data collection and how to measure the effectiveness of programs in education;
- learned how to adapt lessons according to student need, as measured by their performance in the program.

#### 3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.

You have:
- participated in discussions about how to involve parents in the program;
- learned how to inform parents about the program.
STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4.1 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
You have:
- learned about the skills associated with successful pairs work;
- discussed appropriate positive feedback to students, celebrating success. The importance of being encouraging and supportive has been emphasised;
- learned that the methodology used to deliver QuickSmart in schools maximises student participation in a positive environment that ensures maximum on-task time by students enthusiastically and purposefully engaged in their learning.

4.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
You have:
- learned about the importance of the lesson structure and of ensuring maximum on-task time for students;
- learned about establishing routines to ensure that each student understands what is expected in each lesson, and that each is given fair and equitable treatment while also having their own learning needs addressed;
- learned about the need to adhere to routines as much as possible, and about how students need to be made aware of expectations.

4.3 Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
You have:
- discussed how to manage student behaviour by focussing students and retaining their focus using the intervention. This can be done in a number of ways, including by providing relevant and engaging activities within a context that is flexible and responsive to student needs;
- discussed classroom management issues and learned how the QS intervention requires of both students and teachers/tutors that a positive environment be established.

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

5.1 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
You have:
- learned about how to undertake formative assessment of student learning in the QuickSmart intervention;
- learned how OZCAAS (the Australian Cognitive Aptitude Assessment System) is one of the means of assessing student learning in terms of both speed and accuracy;
- learned how OZCAAS and the use of standardised tests provide a means of assessing students both pre- and post-intervention, and how such data forms the basis of determining the effectiveness of the QuickSmart intervention.

5.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
You have:
- learned about the nature of assessment and feedback in QuickSmart lessons and how these inform progress;
- learned how to explain the goals, content and concepts and ideas of QuickSmart clearly and articulately to students.

5.4 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
You have:
- learned about your role in data collection for UNE to inform research into the intervention;
- participated in an evaluation of the intervention at your own school whereby student results and attitudes are used to inform future planning.

5.5 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
You have:
- examined student work folders where records of student work are kept;
- learned about record-keeping for QuickSmart;
- learned how to track student progress using OZCAAS.
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

6.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
You have:
• attended six days of workshop and participated in implementing QuickSmart in your school;
• contributed to discussions to increase your knowledge and understanding of the intervention and to share your experiences with others;
• worked with your colleagues to oversee the implementation of QuickSmart in your school.

6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
You have:
• had the opportunity to share your reflections on your performance as a teacher;
• participated in forums which have given you the opportunity to reflect on teaching practice and to seek advice from others;
• demonstrated that you can accept and offer constructive feedback by participating in a number of sessions where participants share their experiences and concerns, insights and successes;
• prepared a report from your school which has required you to discuss the implementation of QuickSmart in your school;
• had the opportunity to be an active listener in many sessions and in many contexts.

6.4 Undertake professional learning programs designed to address identified student learning needs.
You have:
• learned about QuickSmart research results in different educational systems and the students it targets;
• learned about theoretical underpinnings of teaching and learning in QuickSmart.

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

7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
You have:
• conformed to UNE’s ethical requirements regarding the privacy of students and the confidentiality of student information in the presentation of reports and in all discussions.

7.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
You have:
• had the opportunity to represent your school in public presentations and with colleagues, and in all such situations you have been expected to represent yourself and your school in a professional way.

7.3 Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and well-being.
• learned about the importance of communicating regularly with parents and caregivers and other stakeholders;
• learned about the importance of keeping records for showing students’ results to their parents;
• learned about the value of sharing with parents information about the program and about their child’s progress.

7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice.
You have:
• had the opportunity to participate in a number of forums to discuss a wide range of issues associated with the implementation of QuickSmart in schools;
• been able to establish contacts with colleagues from other schools in your region at the workshops;
• had the opportunity to add to the body of knowledge about QuickSmart by being part of such forums.