

Figure 10: Course Standards and Associated Educational Practitioner Attributes

(NOTES: Attributes in ***bold italics*** are considered high priority and their development must be explicitly addressed and scaffolded. EPA 1.1 is assumed for Graduate Entry students)

Graduates of the QUT Graduate Diploma in Education will be ...	Links With BTR Professional Standards	Links with Course Strands
<p>1.0 reflective practitioners and effective communicators who:</p> <p>1.1 gather, form and critique knowledge (or new configurations of knowledge) from a variety of sources;</p> <p>1.2 understand and engage with a range of theories of language, language learning and language pedagogy;</p> <p>1.3 <i>retrieve, evaluate and present information using appropriate technologies and demonstrate personal proficiency in multiliteracies and numeracy;</i></p> <p>1.4 as a scholar-educator-researcher, adopt a problem-solving and inquiry-based approach to their own learning and that of others;</p> <p>1.5 <i>display a positive orientation to personal learning and teaching which foregrounds reflection on practice; such reflections will indicate a growing critical awareness of the multiple and often conflicting meanings within which they operate as they struggle towards increasingly ethical and socially just professional practices.</i></p>	<p>BTR: 1.1, 1.2, 1.3, <u>1.4</u> & 2.3</p> <p>BTR: <u>2.2</u></p> <p>BTR: <u>2.1</u>, 2.4 & 2.5</p> <p>BTR: 1.2, 1.3, 1.4 & 5.1</p> <p>BTR: 1.5 & <u>5.1</u></p>	<p>Primary responsibility for developing these EPAs will be the units offered within the Education Studies (T&L) Strand.</p>
<p>2.0 learner-focused and inclusive educators who:</p> <p>2.1 <i>manage learning environments that are educationally productive for diverse sets of students and their learning needs;</i></p> <p>2.2 demonstrate communication skills in a range of social and cultural contexts;</p> <p>2.3 help learners to develop, monitor and evaluate their own thinking and learning skills within the social and cultural context of education;</p> <p>2.4 <i>implement learning opportunities that use ICTs to support learning, are socially just and inclusive, and promote higher order thinking and critical inquiry;</i></p> <p>2.5 <i>participate in communities of learning, recognising the importance of relationships and partnerships within communities that include teacher-learner and parent-teacher, and encompass connections with other professional and support staff, community stakeholders and resource people external to the learning organisation.</i></p>	<p>BTR: 3.1, 3.2, 3.3 & 3.4</p> <p>BTR: <u>2.4</u></p> <p>BTR: 1.1, <u>1.2</u>, 3.1, 3.2 & 3.4</p> <p>BTR: <u>2.5</u> & <u>3.3</u></p> <p>BTR: <u>4.1</u></p>	<p>Primary responsibility for developing these EPAs will be the units offered within the Field Studies and Curriculum Studies Strands</p>

<p>3.0 skilled curriculum developers who:</p> <p>3.1 <i>design learning experience programs that draw upon pedagogical, curriculum and assessment knowledge and skills, to respond to the diverse abilities and interests of all learners;</i></p> <p>3.2 model and promote inquiring, cooperative and independent approaches to learning;</p> <p>3.3 demonstrate a capacity to draw on a range of teaching strategies in ways that align with pedagogical intentions;</p> <p>3.4 <i>employ accountable and theoretically grounded processes to monitor and assess student understanding and progress, including the use of outcomes-based assessment criteria.</i></p>	<p>BTR: <u>3.1</u> & 3.4</p> <p>BTR: 1.2, 1.3, 2.3, 3.2 & 3.3</p> <p>BTR: 3.2 & 3.3</p> <p>BTR: <u>1.2</u>, 3.1 & <u>3.2</u></p>	<p>Primary responsibility for developing these EPAs will be the units offered within the Curriculum Studies Strand</p>
<p>4.0 professional educators who:</p> <p>4.1 <i>develop and work within legal and ethical frameworks in ways that promote and celebrate diversity, equity and inclusivity;</i></p> <p>4.2 are prepared to enter the consultative, collaborative and critical relationships that are embedded in communities of practice;</p> <p>4.3 take responsibility for their own professional learning and career management;</p> <p>4.4 <i>recognise that educators are both leaders and learners, exhibiting a commitment to work with learners, and recognising responsibilities implicit in their influence as a role model.</i></p>	<p>BTR: 3.4, <u>4.1</u> & 5.1</p> <p>BTR: <u>4.2</u></p> <p>BTR: 5.2</p> <p>BTR: 4.1 & <u>5.1</u></p>	<p>Primary responsibility for developing these EPAs will be the units offered within the Education Studies and Field Studies Strands</p>