

Australian Teaching Assistant Professional Standards™

PROFESSIONAL GROWTH STAGES

Developing

Professional Growth
Expectations

A teaching assistant in the Developing Professional Growth Stage is building their knowledge, skills and understanding to provide learning and teaching support.

In the areas they are developing, they:

- work with the direct supervision of teachers, or other relevant professionals, to support the achievement of educational outcomes
- are guided to improve their professional practice
- have an awareness of whole school initiatives.

Proficient

Professional Growth
Expectations

A teaching assistant in the Proficient Professional Growth Stage has the knowledge, skills and understanding to provide learning and teaching support.

In the areas they are proficient, they:

- work with the guidance of teachers, or other relevant professionals, to support the achievement of educational outcomes
- collaborate with colleagues to improve their professional practice
- engage in whole school initiatives.

Accomplished

Professional Growth
Expectations

A teaching assistant in the Accomplished Professional Growth Stage has the knowledge, skills, and understanding to provide high impact learning and teaching support.

- In the areas they are accomplished, they: work collaboratively with teachers, or other relevant professionals, to support the achievement of educational outcomes
- assist colleagues to improve professional practice
- contribute to planning
- actively participate in whole school initiatives.

Advanced

Professional Growth
Expectations

A teaching assistant in the Advanced Professional Growth Stage has the knowledge, skills, and understanding to provide high impact learning and teaching support.

In the areas they are advanced, they:

- work collaboratively with teachers, or other relevant professionals, to support the achievement of educational outcomes
- collaborate with others to improve professional practice
- contribute to planning
- lead aspects of whole school initiatives.