

Australian Teaching Assistant Professional Standards™

PROFESSIONAL GROWTH STAGES

Developing	Proficient	Accomplished	Advanced
Professional Growth Expectations	Professional Growth Expectations	Professional Growth Expectations	Professional Growth Expectations
<p>A teaching assistant in the Developing Professional Growth Stage is building their knowledge, skills and understanding to provide learning and teaching support.</p> <p>In the areas they are developing, they:</p> <ul style="list-style-type: none">• 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.	<p>A teaching assistant in the Proficient Professional Growth Stage has the knowledge, skills and understanding to provide learning and teaching support.</p> <p>In the areas they are proficient, they:</p> <ul style="list-style-type: none">• 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.	<p>A teaching assistant in the Accomplished Professional Growth Stage has the knowledge, skills, and understanding to provide high impact learning and teaching support.</p> <ul style="list-style-type: none">• 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.	<p>A teaching assistant in the Advanced Professional Growth Stage has the knowledge, skills, and understanding to provide high impact learning and teaching support.</p> <p>In the areas they are advanced, they:</p> <ul style="list-style-type: none">• 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.