BHP's Online Professional Development Course and the Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers (APST) exist to assist all Australian teachers in growing and developing their professional knowledge and expertise. Teaching Big History, the BHP teachers' course, is mapped against the APST and provides evidence of your continuing professional growth and development.

Once you have completed Teaching Big History, you will receive a certificate indicating thirteen hours of completed professional development. On the following pages, you can see how the content and professional learning covered in the eight sessions of Teaching Big History align with the APST. This certification can be used as evidence for state-based teacher registration such as The Victorian Institute of Teachers (VIT) and The Queensland College of Teachers (QCT).

Alignment: Teaching Big History and APST

BHP Teacher Course	Professional Knowledge		Professional Practice			Professional Engagement	
	Know learners and how they learn	*Know content and how to teach it*	*Plan for and implement effective teaching and learning*	*Create and maintain supportive and safe learning environments*	*Assess, provide feedback, and report on learning*	*Engage in professional learning*	*Engage professionally with colleagues, parents / carers, and community*
Session 1 Session 1 introduces teachers to the BHP course and specifically focuses on inducting teachers into the online BHP teacher community on Yammer. It has teachers join and engage in a new professional network and international teaching community to improve their practice through the use of ICT tools. In addition, this session introduces teachers to how the initial stages of the BHP course are structured for student learning and the resources that have been created.		**2.6** Information and Communication Technology (ICT)	**3.2** Plan, structure and sequence learning programs **3.4** Select and use resources	**4.5** Use ICT safely, responsibly and ethically		**6.2** Engage in professional learning **6.3** Engage with colleagues and improve practice	**7.4** Engage with professional teaching networks and broader communities
Session 2 This session specifically introduces teachers to the BHP thinking routines (for example, the DQ Notebook and Three Close Reads) that students will use as they work their way through the course. Teachers are given a specific introduction to the first three thresholds of Big History, which form the content that students will engage with. Teachers are encouraged to engage with colleagues on Yammer to develop their understanding.	**1.2** Understand how learners learn **1.5** Differentiate teaching to meet the specific learning needs of learners across the full range of abilities	**2.1** Content and teaching strategies of the teaching area(s) **2.2** Content selection and organisation **2.6** Information and Communication Technology (ICT) **3.1** Establish challenging learning goals	**3.1** Establish challenging learning goals **3.3** Use teaching strategies **3.4** Select and use resources	**4.5** Use ICT safely, responsibly and ethically		**6.2** Engage in professional learning **6.4** Apply professional learning and improve learning (of learners)	**7.4** Engage with professional teaching networks and broader communities

BHP Teacher Course	Professional Knowledge		Professional Practice			Professional Engagement	
	Know learners and how they learn	*Know content and how to teach it*	*Plan for and implement effective teaching and learning*	*Create and maintain supportive and safe learning environments*	*Assess, provide feedback, and report on learning*	*Engage in professional learning*	*Engage professionally with colleagues, parents / carers, and community*
Session 3 This session specifically addresses how critical thinking and reading are to be addressed by teachers as they teach the BHP course. It also introduces teachers to the next two thresholds of Big History. Teachers are encouraged to engage with colleagues on Yammer to develop their understanding.	**1.2** Understand how learners learn **1.5** Differentiate teaching to meet the specific learning needs of learners across the full range of abilities	**2.1** Content and teaching strategies of the teaching area(s) **2.2** Content selection and organisation **2.5** Literacy and numeracy strategies **2.6** Information and Communication Technology (ICT)	**3.1** Establish challenging learning goals **3.3** Use teaching strategies **3.4** Select and use resources	**4.5** Use ICT safely, responsibly and ethically	**5.1** Assess Learning **5.2** Provide feedback to learners about their learning **5.3** Make consistent and comparable judgements **5.4** Interpret data from learners	**6.2** Engage in professional learning **6.4** Apply professional learning and improve learning (of learners)	**7.4** Engage with professional teaching networks and broader communities
Session 4 This session specifically addresses how research and writing are to be approached by teachers of the BHP course. It also introduces teachers to the next threshold of Big History. Teachers are encouraged to engage with colleagues on Yammer to develop their understanding.	**1.2** Understand how learners learn **1.5** Differentiate teaching to meet the specific learning needs of learners across the full range of abilities	**2.1** Content and teaching strategies of the teaching area(s) **2.2** Content selection and organisation **2.5** Literacy and numeracy strategies **2.6** Information and Communication Technology (ICT)	**3.1** Establish challenging learning goals **3.3** Use teaching strategies **3.4** Select and use resources	**4.5** Use ICT safely, responsibly and ethically	**5.1** Assess Learning **5.2** Provide feedback to learners about their learning **5.3** Make consistent and comparable judgements **5.4** Interpret data from learners	**6.2** Engage in professional learning **6.4** Apply professional learning and improve learning (of learners)	**7.4** Engage with professional teaching networks and broader communities
Session 5 This session specifically addresses how causality is to be covered by teachers of the BHP course. This session has a specific focus on how students will conduct their own inquiry project as part of the course. It also introduces teachers to the next threshold of Big History. Teachers are encouraged to engage with colleagues on Yammer to develop their understanding.	**1.2** Understand how learners learn **1.5** Differentiate teaching to meet the specific learning needs of learners across the full range of abilities	**2.1** Content and teaching strategies of the teaching area(s) **2.2** Content selection and organisation **2.6** Information and Communication Technology (ICT)	**3.1** Establish challenging learning goals **3.3** Use teaching strategies **3.4** Select and use resources	**4.5** Use ICT safely, responsibly and ethically	**5.1** Assess Learning **5.2** Provide feedback to learners about their learning **5.3** Make consistent and comparable judgements **5.4** Interpret data from learners	**6.2** Engage in professional learning **6.4** Apply professional learning and improve learning (of learners)	**7.4** Engage with professional teaching networks and broader communities

BHP Teacher Course	Professional Knowledge		Professional Practice			Professional Engagement	
	Know learners and how they learn	*Know content and how to teach it*	*Plan for and implement effective teaching and learning*	*Create and maintain supportive and safe learning environments*	*Assess, provide feedback, and report on learning*	*Engage in professional learning*	*Engage professionally with colleagues, parents / carers, and community*
Session 6 This session specifically addresses how the course might be structured by teachers in different teaching contexts. It also introduces teachers to the next threshold of Big History. Teachers are encouraged to engage with colleagues on Yammer to develop their understanding.	**1.2** Understand how learners learn	**2.1** Content and teaching strategies of the teaching area(s) **2.2** Content selection and organisation **2.6** Information and Communication Technology (ICT)	**3.1** Establish challenging learning goals **3.2** Plan, structure and sequence learning programs **3.3** Use teaching strategies **3.4** Select and use resources	**4.5** Use ICT safely, responsibly and ethically		**6.2** Engage in professional learning **6.4** Apply professional learning and improve learning (of learners)	**7.4** Engage with professional teaching networks and broader communities
Session 7 This session takes a closer look at the specific skills and concepts that are integral to BHP. It specifically looks at classroom practice by checking out student work and hearing from teachers and other experts about differentiation approaches to meet student needs.	**1.2** Understand how learners learn **1.5** Differentiate teaching to meet the specific learning needs of learners across the full range of abilities	**2.1** Content and teaching strategies of the teaching area(s) **2.6** Information and Communication Technology (ICT)	**3.2** Plan, structure and sequence learning programs **3.3** Use teaching strategies **3.4** Select and use resources	**4.5** Use ICT safely, responsibly and ethically	**5.3** Make consistent and comparable judgements	**6.2** Engage in professional learning **6.4** Apply professional learning and improve learning (of learners)	**7.4** Engage with professional teaching networks and broader communities
Session 8 This session dissects four more BHP practices and the progressions of activities that underscore them, with an eye toward classroom practice and course planning.	**1.5** Differentiate teaching to meet the specific learning needs of learners across the full range of abilities	**2.1** Content and teaching strategies of the teaching area(s) **2.5** Literacy and numeracy strategies	**3.2** Plan, structure and sequence learning programs **3.3** Use teaching strategies **3.4** Select and use resources	**4.5** Use ICT safely, responsibly and ethically	**5.3** Make consistent and comparable judgements	**6.2** Engage in professional learning **6.4** Apply professional learning and improve learning (of learners)	**7.4** Engage with professional teaching networks and broader communities