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| Getting to know the Australian Professional Standards for Teachers at the Proficient teacher Level |

Standard 1: Know learners and how they learn

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| Focus area | Descriptor - Graduate | Descriptor - Proficient | What will you see a proficient teacher do? | How could this be evidenced? |
| 1.1  Physical, social and intellectual development and characteristics of learners | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | Use teaching strategies based on knowledge of learners’ physical, social and intellectual development and characteristics to improve their learning. |  |  |
| 1.2  Understand how learners learn | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | Structure teaching programs using research and collegial advice about learning. |  |  |
| 1.3  Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | Design and implement teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds. |  |  |
| 1.4  Strategies for teaching Aboriginal and Torres Strait Islander learners | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | 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 learners. |  |  |
| 1.5  Differentiate teaching to meet the specific learning needs of learners across the full range of abilities | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities. |  |  |
| 1.6  Strategies to support full participation of learners with disability | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. | Design and implement teaching activities that support the participation and learning of learners with disability and address relevant policy and legislative requirements. |  |  |

Standard 2: Know the content and how to teach it

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| Focus area | Descriptor - Graduate | Descriptor - Proficient | What will you see a proficient teacher do? | How could this be evidenced? |
| 2.1  Content and teaching strategies of the teaching area | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities. |  |  |
| 2.2  Content selection and organisation | Organise content into an effective learning and teaching sequence. | Organise content into coherent, well-sequenced learning and teaching programs. |  |  |
| 2.3  Curriculum, assessment and reporting | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. |  |  |
| 2.4  Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | Provide opportunities for learners to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |  |  |
| 2.5  Literacy and numeracy strategies | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | Apply knowledge and understanding of effective teaching strategies to support learners’ literacy and numeracy achievement. |  |  |
| 2.6  Information and Communication Technology (ICT) | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. |  |  |

Standard 3: Plan for and implement effective teaching and learning

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| Focus area | Descriptor - Graduate | Descriptor - Proficient | What will you see a proficient teacher do? | How could this be evidenced? |
| 3.1  Establish challenging learning goals | Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | Set explicit, challenging and achievable learning goals for all learners. |  |  |
| 3.2  Plan, structure and sequence learning programs | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | Plan and implement well-structured learning and teaching programs or sequences that engage learners and promote learning. |  |  |
| 3.3  Use teaching strategies | Include a range of teaching strategies. | Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. |  |  |
| 3.4  Select and use resources | Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | Select and / or create and use a range of resources, including ICT, to engage learners in their learning. |  |  |
| 3.5  Use effective classroom communication | Demonstrate a range of verbal and nonverbal communication strategies to support student engagement. | Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learning. |  |  |
| 3.6  Evaluate and improve teaching programs | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | Evaluate personal teaching and learning programs using evidence, including feedback and assessment data, to inform planning. |  |  |
| 3.7  Engage parents / carers in the educative process | Describe a broad range of strategies for involving parents / carers in the educative process. | Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children’s learning. |  |  |

Standard 4: Create and maintain supportive and safe learning environments

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| Focus area | Descriptor - Graduate | Descriptor - Proficient | What will you see a proficient teacher do? | How could this be evidenced? |
| 4.1  Support participation of learners | Identify strategies to support inclusive student participation and engagement in classroom activities. | Establish and implement inclusive and positive interactions to engage and support all learners in learning activities. |  |  |
| 4.2  Manage learning and teaching activities | Demonstrate the capacity to organise classroom activities and provide clear directions. | Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks. |  |  |
| 4.3  Manage challenging behaviour | Demonstrate knowledge of practical approaches to manage challenging behaviour. | Manage challenging behaviour by establishing and negotiating clear expectations with learners and address discipline issues promptly, fairly and respectfully. |  |  |
| 4.4  Maintain safety of learners | Describe strategies that support students’ wellbeing and safety working within school and / or system, curriculum and legislative requirements. | Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements. |  |  |
| 4.5  Use ICT safely, responsibly and ethically | Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. | Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. |  |  |

Standard 5: Assess, provide feedback and report on learning

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| Focus area | Descriptor - Graduate | Descriptor - Proficient | What will you see a proficient teacher do? | How could this be evidenced? |
| 5.1  Assess learning | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning. |  |  |
| 5.2  Provide feedback to learners about their learning | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. | Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals. |  |  |
| 5.3  Make consistent and comparable judgements | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning. |  |  |
| 5.4  Interpret data from learners | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice. |  |  |
| 5.5  Report on achievement of learners | Demonstrate understanding of a range of strategies for reporting to students and parents /carers and the purpose of keeping accurate and reliable records of student achievement. | Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records. |  |  |

Standard 6: Engage in professional learning

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| Focus area | Descriptor - Graduate | Descriptor - Proficient | What will you see a proficient teacher do? | How could this be evidenced? |
| 6.1  Identify and plan professional learning needs | Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. | Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs. |  |  |
| 6.2  Engage in professional learning and improve practice | Understand the relevant and appropriate sources of professional learning for teachers. | Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system. |  |  |
| 6.3  Engage with colleagues and improve practice | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. |  |  |
| 6.4  Apply professional learning and improve learning (of learners) | Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. | Undertake professional learning programs designed to address identified needs of learners. |  |  |

Standard 7: Engage professionally with colleagues, parents / carers and the community

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| Focus area | Descriptor - Graduate | Descriptor - Proficient | What will you see a proficient teacher do? | How could this be evidenced? |
| 7.1  Meet professional ethics and responsibilities | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | Meet codes of ethics and conduct established by regulatory authorities, systems and education settings. |  |  |
| 7.2  Comply with legislative, administrative and organisational requirements | Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. | Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. |  |  |
| 7.3  Engage with the parents / carers | Understand strategies for working effectively, sensitively and confidentially with parents / carers. | Establish and maintain respectful collaborative relationships with parents / carers regarding their children’s learning and wellbeing. |  |  |
| 7.4  Engage with professional teaching networks and broader communities | Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. | Participate in professional and community networks and forums to broaden knowledge and improve practice. |  |  |