## Standard 1: Know students and how they learn

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 1.1** Physical, social and intellectual development and characteristics of students

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| 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 students’ physical, social and intellectual development and characteristics to improve student learning. | Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. | Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students. |

#### **Focus area 1.2** Understand how students learn

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| Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | Structure teaching programs using research and collegial advice about how students learn. | Expand understanding of how students learn using research and workplace knowledge. | Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. |

#### **Focus area 1.3** Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

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| 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 students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds. |
| **Focus area 1.4** Strategies for teaching Aboriginal and Torres Strait Islander students |
| 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 students. | Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives. | Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/ carers. |
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#### **Focus area 1.5** Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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| 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 students across the full range of abilities. | Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities. | Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. |

#### **Focus area 1.6** Strategies to support full participation of students with disability

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| 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 students with disability and address relevant policy and legislative requirements. | Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability. | Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies. |

## Standard 2: Know the content and how to teach it

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 2.1** Content and teaching strategies of the teaching area

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| 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. | Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs. | Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs. |

#### **Focus area 2.2** Content selection and organisation

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| Organise content into an effective learning and teaching sequence. | Organise content into coherent, well-sequenced learning and teaching programs. | Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. | Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs. |

#### **Focus area 2.3** Curriculum, assessment and reporting

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| 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. | Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements. | Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements. |

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| Descriptor at career stage |
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#### **Focus area 2.4** Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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| Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |

#### **Focus area 2.5** Literacy and numeracy strategies

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| Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement. | Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement. | Monitor and evaluate the implementation of teaching strategies within the school to improve students’ achievement in literacy and numeracy using research-based knowledge and student data. |

#### **Focus area 2.6** Information and Communication Technology (ICT)

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| 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. | Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful. | Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students. |

## Standard 3: Plan for and implement effective teaching and learning

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 3.1** Establish challenging learning goals

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| Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | Set explicit, challenging and achievable learning goals for all students. | Develop a culture of high expectations for all students by modelling and setting challenging learning goals. | Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. |

#### **Focus area 3.2** Plan, structure and sequence learning programs

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| Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. | Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students. | Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students’ knowledge, understanding and skills. |

#### **Focus area 3.3** Use teaching strategies

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| Include a range of teaching strategies. | Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking. |

#### **Focus area 3.4** Select and use resources

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| 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 students in their learning. | Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. | Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school. |

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 3.5** Use effective classroom communication

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| Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement. | Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement. | Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students’ understanding, engagement and achievement. |

#### **Focus area 3.6** Evaluate and improve teaching programs

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| 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 from students and student assessment data, to inform planning. | Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices. | Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues. |

#### **Focus area 3.7** Engage parents/carers in the educative process

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| 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. | Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning. | Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities. |

## Standard 4: Create and maintain supportive and safe learning environments

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 4.1** Support student participation

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| Identify strategies to support inclusive student participation and engagement in classroom activities. | Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. | Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. | Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students. |

#### **Focus area 4.2** Manage classroom activities

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| Demonstrate the capacity to organise classroom activities and provide clear directions. | Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. | Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities. | Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning. |

#### **Focus area 4.3** Manage challenging behaviour

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| Demonstrate knowledge of practical approaches to manage challenging behaviour. | Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. | Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. | Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies. |
| **Focus area 4.4** Maintain student safety |
| Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. | Ensure students’ wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. | Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety. | Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices. |

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 4.5** Use ICT safely, responsibly and ethically

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| 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. | Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. | Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching. |

## Standard 5: Assess, provide feedback and report on student learning

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 5.1** Assess student learning

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| 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 student learning. | Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment. | Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies. |

#### **Focus area 5.2** Provide feedback to students on their learning

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| Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. | Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. | Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student’s current needs in order to progress learning. | Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies. |

#### **Focus area 5.3** Make consistent and comparable judgements

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| 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 student learning. | Organise assessment moderation activities that support consistent and comparable judgements of student learning. | Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements. |

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 5.4** Interpret student data

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| Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. | Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice. | Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice. |

#### **Focus area 5.5** Report on student achievement

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| 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 students and parents/ carers about student achievement, making use of accurate and reliable records. | Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement. | Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/ carers and colleagues. |

## Standard 6: Engage in professional learning

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 6.1** Identify and plan professional learning needs

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| 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. | Analyse the *Australian Professional Standards for Teachers* to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice. | Use comprehensive knowledge of the *Australian Professional Standards for Teachers* to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers. |

#### **Focus area 6.2** Engage in professional learning and improve practice

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| Understand the relevant and appropriate sources of professional learning for teachers. | Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. | Plan for professional learning by accessing and critiquing relevant research, engage in high-quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable. | Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers. |

#### **Focus area 6.3** Engage with colleagues and improve practice

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| 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. | Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. | Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students. |

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 6.4** Apply professional learning and improve student learning

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| 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 student learning needs. | Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. | Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning. |

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

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| Descriptor at career stage |
| Graduate | Proficient | Highly Accomplished | Lead |

#### **Focus area 7.1** Meet professional ethics and responsibilities

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| 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 schools. | Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. | Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community. |

#### **Focus area 7.2** Comply with legislative, administrative and organisational requirements

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| 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. | Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. | Initiate, develop and implement relevant policies and processes to support colleagues’ compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.  |

#### **Focus area 7.3** Engage with the parents/carers

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| 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. | Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing. | Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and in the educational priorities of the school. |

#### **Focus area 7.4** Engage with professional teaching networks and broader communities

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| 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. | Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. | Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. |