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| **PROFESSIONAL KNOWLEDGE** | | **PROFESSIONAL PRACTICE** | | | **PROFESSIONAL ENGAGEMENT** | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Know students and how they learn** | **Know the 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 student learning** | **Engage in professional learning** | **Engage professionally with colleagues, parents/carers and the community** |
| **1.1**  **Physical, social and intellectual development and characteristics of students**  Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | **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. | **3.1**  **Establish challenging learning goals**  Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | **4.1**  **Support student participation** Identify strategies to support inclusive  student participation and engagement in classroom activities. | **5.1**  **Assess student learning** Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | **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. | **7.1**  **Meet professional ethics and responsibilities** Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |
| **1.2**  **Understand how students learn** Demonstrate knowledge and understanding  of research into how students learn and the implications for teaching. | **2.2**  **Content selection and organisation**  Organise content into an effective learning and teaching sequence. | **3.2**  **Plan, structure and sequence learning programs**  Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | **4.2**  **Manage classroom activities**  Demonstrate the capacity to organise classroom activities and provide clear directions. | **5.2**  **Provide feedback to students on their learning**  Demonstrate an understanding of the purpose of providing  timely and appropriate feedback to students about their learning. | **6.2**  **Engage in professional learning and improve practice**  Understand the relevant and appropriate sources of professional learning for teachers. | **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. |
| **1.3**  **Students 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. | **2.3**  **Curriculum, assessment and reporting**  Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | **3.3**  **Use teaching strategies** Include a range of teaching strategies. | **4.3**  **Manage challenging behaviour**  Demonstrate knowledge of practical approaches to manage challenging behaviour. | **5.3**  **Make consistent and comparable judgements** Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | **6.3**  **Engage with colleagues and improve practice** Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | **7.3**  **Engage with the parents/carers** Understand strategies for working effectively, sensitively and confidentially with parents/carers. |
| **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. | **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. | **3.4**  **Select and use resources**  Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | **4.4**  **Maintain student safety**  Describe strategies that support students’ wellbeing and safety working within school and/or system,  curriculum and legislative requirements. | **5.4**  **Interpret student data** Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | **6.4**  **Apply professional learning and improve student learning** Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. | **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. |
| **1.5**  **Differentiate teaching to meet the specific learning needs of students 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. | **2.5**  **Literacy and numeracy strategies**  Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | **3.5**  **Use effective classroom communication** Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | **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. | **5.5**  **Report on student achievement** 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. |  |  |
| **1.6**  **Strategies to support full participation of students with disability**  Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. | **2.6**  **Information and Communication Technology (ICT)**  Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | **3.6**  **Evaluate and improve teaching programs** Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. |  |  |  |  |
|  |  | **3.7**  **Engage parents/carers in the educative process** Describe a broad range of strategies for involving parents/carers in the educative process. |  |  |  |  |