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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**  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. | **2.1**  **Content and teaching strategies of the teaching area**  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. | **3.1**  **Establish 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. | **4.1**  **Support student participation**  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. | **5.1**  **Assess student learning** 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. | **6.1**  **Identify and plan professional learning needs**  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. | **7.1**  **Meet professional ethics and responsibilities**  Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community. |
| **1.2**  **Understand how students learn**  Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. | **2.2**  **Content selection and organisation**  Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs. | **3.2**  **Plan, structure and sequence learning programs**  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. | **4.2**  **Manage classroom activities**  Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning. | **5.2**  **Provide feedback to students on their learning** Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies. | **6.2**  **Engage in professional learning and improve practice**  Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers. | **7.2**  **Comply with legislative, administrative and organisational requirements**  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. |
| **1.3**  **Students with 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. | **2.3**  **Curriculum, assessment and reporting**  Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment  and reporting requirements. | **3.3**  **Use teaching strategies**  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. | **4.3**  **Manage challenging behaviour**  Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies. | **5.3**  **Make consistent and comparable judgements** Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements. | **6.3**  **Engage with colleagues and improve practice** 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. | **7.3**  **Engage with the parents/ carers**  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. |
| **1.4**  **Strategies for teaching Aboriginal and Torres Strait Islander students** 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. | **2.4**  **Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians**  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. | **3.4**  **Select and use resources** Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school. | **4.4**  **Maintain student 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. | **5.4**  **Interpret student data** Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice. | **6.4**  **Apply professional learning and improve student learning** Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning. | **7.4**  **Engage with professional teaching networks and broader communities**  Take a leadership role  in professional and community networks and support the involvement of colleagues in external learning opportunities. |
| **1.5**  **Differentiate teaching to meet 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. | **2.5**  **Literacy and numeracy strategies**  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. | **3.5**  **Use effective classroom communication**  Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge  to support students’ understanding, engagement and achievement. | **4.5**  **Use ICT safely, responsibly and ethically**  Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching. | **5.5**  **Report on student achievement** Evaluate and revise  reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues. |  |  |
| **1.6**  **Strategies to support full participation 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. | **2.6**  **Information and Communication Technology (ICT)**  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. | **3.6**  **Evaluate and improve teaching programs**  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. |  |  |  |  |
|  |  | **3.7**  **Engage parents/carers in the educative process**  Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities. |  |  |  |  |