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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**  Use teaching strategies based on knowledge  of students’ physical, social and intellectual development and characteristics to improve student learning. | **2.1**  **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. | **3.1**  **Establish challenging learning goals**  Set explicit, challenging and achievable learning goals for all students. | **4.1**  **Support student participation**  Establish and implement inclusive and positive interactions to engage and support all students  in classroom activities. | **5.1**  **Assess student learning** Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. | **6.1**  **Identify and plan professional learning needs**  Use the *Australian Professional Standards for Teachers* and advice from colleagues to identify and plan professional learning needs. | **7.1**  **Meet professional ethics and responsibilities**  Meet codes of ethics and conduct established by regulatory authorities, systems and schools. |
| **1.2**  **Understand how students learn**  Structure teaching  programs using research and collegial advice about how students learn. | **2.2**  **Content selection and organisation**  Organise content into coherent, well- sequenced learning and teaching programs. | **3.2**  **Plan, structure and sequence learning programs**  Plan and implement  well-structured learning and teaching programs  or lesson sequences that engage students and promote learning. | **4.2**  **Manage classroom activities**  Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. | **5.2**  **Provide feedback to students on their learning**  Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. | **6.2**  **Engage in professional learning and improve practice**  Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. | **7.2**  **Comply with legislative, administrative and organisational requirements** Understand the implications of and comply with relevant legislative, administrative, organisational  and professional requirements, policies and processes. |
| **1.3**  **Students with 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. | **2.3**  **Curriculum, assessment and reporting**  Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. | **3.3**  **Use teaching strategies** Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | **4.3**  **Manage challenging behaviour**  Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. | **5.3**  **Make consistent and comparable judgements** Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. | **6.3**  **Engage with colleagues and improve practice** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. | **7.3**  **Engage with the parents/carers** Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing. |
| **1.4**  **Strategies for teaching Aboriginal and Torres Strait Islander students** 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. | **2.4**  **Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians**  Provide 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**  Select and/or create and use a range of resources, including ICT, to engage students in their learning. | **4.4**  **Maintain student safety** Ensure students’ wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. | **5.4**  **Interpret student data** Use student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice. | **6.4**  **Apply professional learning and improve student learning** Undertake professional learning programs designed to address identified student learning needs. | **7.4**  **Engage with professional teaching networks and broader communities** Participate in professional and community networks and forums to broaden knowledge and improve practice. |
| **1.5**  **Differentiate 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. | **2.5**  **Literacy and numeracy strategies**  Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement. | **3.5**  **Use effective classroom communication**  Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement. | **4.5**  **Use ICT safely, responsibly and ethically**  Incorporate strategies to promote the safe, responsible and ethical  use of ICT in learning and teaching. | **5.5**  **Report on student achievement**  Report clearly, accurately and respectfully to students and parents/ carers about student achievement, making use of accurate and reliable records. |  |  |
| **1.6**  **Strategies to support full participation 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. | **2.6**  **Information and Communication Technology (ICT)**  Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content  relevant and meaningful. | **3.6**  **Evaluate and improve teaching programs** Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. |  |  |  |  |
|  |  | **3.7**  **Engage parents/carers in the educative process** Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children’s learning. |  |  |  |  |