

THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS – PROFICIENT

PROFESSIONAL

KNOWLEDGE

<p>1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>	<p>2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>
<p>1.5.2 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>	<p>2.5.2 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.</p>
<p>1.4.2 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.</p>	<p>2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>
<p>1.3.2 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.</p>	<p>2.3.2 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p>
<p>1.2.2 Structure teaching programs using research and collegial advice about how students learn.</p>	<p>2.2.2 Organise content into coherent, well-sequenced learning and teaching programs.</p>
<p>1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p>	<p>2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</p>

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<p>3.7.2 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p>
<p>3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p>
<p>3.5.2 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>
<p>3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>
<p>3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking</p>
<p>3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</p>
<p>3.1.2 Set explicit, challenging and achievable learning goals for all students</p>

PRACTICE

<p>4.5.2 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>
<p>4.4.2 Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.</p>
<p>4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully.</p>
<p>4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p>
<p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p>
<p>5.5.2 Report clearly, accurately and respectfully to students and parents/carers about student achievement making use of accurate and reliable records.</p>
<p>5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>
<p>5.3.2 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</p>
<p>5.2.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</p>
<p>5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p>

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<p>6.4.2 Undertake professional learning programs designed to address identified student learning needs.</p>	<p>7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>
<p>6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>	<p>7.3.2 Establish and maintain respectful collaborative relationships with parents/carer regarding their children's learning and well-being.</p>
<p>6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p>	<p>7.2.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>
<p>6.1.2 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</p>	<p>7.1.2 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</p>

ENGAGEMENT

STANDARD 1
Know students and how they learn

STANDARD 2
Know students and how they learn

STANDARD 3
Plan for and implement effective teaching and learning

STANDARD 4
Create and maintain supportive and safe learning environments

STANDARD 5
Assess, provide feedback and report on student learning

STANDARD 6
Engage in professional learning

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