|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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**  Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. | **2.1**  **Content and teaching strategies of the teaching area**  Support colleagues using current and comprehensive knowledge of content  and teaching strategies to develop and implement engaging learning and teaching programs. | **3.1**  **Establish challenging learning goals**  Develop a culture of high expectations for all students by modelling and setting challenging learning goals. | **4.1**  **Support student participation**  Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. | **5.1**  **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. | **6.1**  **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. | **7.1**  **Meet professional ethics and responsibilities** Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. |
| **1.2**  **Understand how students learn**  Expand understanding of how students learn using research and workplace knowledge. | **2.2**  **Content selection and organisation**  Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. | **3.2**  **Plan, structure and sequence learning programs**  Work with colleagues to plan, evaluate and modify learning and teaching programs to  create productive learning environments that engage all students. | **4.2**  **Manage classroom activities**  Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities. | **5.2**  **Provide feedback to students on their learning**  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. | **6.2**  **Engage in professional learning and improve practice**  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. | **7.2**  **Comply with legislative, administrative and organisational requirements**  Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. |
| **1.3**  **Students with 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. | **2.3**  **Curriculum, assessment and reporting**  Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements. | **3.3**  **Use teaching strategies** Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | **4.3**  **Manage challenging behaviour**  Develop and share with colleagues a flexible repertoire of  behaviour management strategies using expert knowledge and workplace experience. | **5.3**  **Make consistent and comparable judgements** Organise assessment moderation activities that support consistent and comparable judgements of student learning. | **6.3**  **Engage with colleagues and improve 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. | **7.3**  **Engage with the parents/carers** Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing. |
| **1.4**  **Strategies for teaching 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. | **2.4**  **Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians**  Support colleagues with providing 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** Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. | **4.4**  **Maintain student safety** Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety. | **5.4**  **Interpret student data** Work with colleagues to use data from internal and external student assessments for evaluating learning  and teaching, identifying interventions and modifying teaching practice. | **6.4**  **Apply professional learning and improve student learning**  Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. | **7.4**  **Engage with professional teaching networks and broader communities**  Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. |
| **1.5**  **Differentiate teaching 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. | **2.5**  **Literacy and numeracy strategies**  Support colleagues to implement effective teaching strategies  to improve students’ literacy and numeracy achievement. | **3.5**  **Use effective classroom communication**  Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement. | **4.5**  **Use ICT safely, responsibly and ethically**  Model, and support colleagues to develop, strategies to promote  the safe, responsible and ethical use of ICT in learning and teaching. | **5.5**  **Report on student achievement**  Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement. |  |  |
| **1.6**  **Strategies to support full participation of students with disability**  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. | **2.6**  **Information and Communication Technology (ICT)**  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. | **3.6**  **Evaluate and improve teaching programs** Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices. |  |  |  |  |
|  |  | **3.7**  **Engage parents/carers in the educative process** Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning. |  |  |  |  |