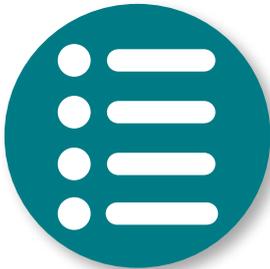




## Activity: The Standards Jigsaw

### Purpose

Use the jigsaw activity to familiarise staff with the structure and components of the Australian Professional Standards for Teachers.



### Instructions

- Form pairs and choose a Standard.
- In the Jigsaw pack you will find:
  - Standards base boards
  - packs of corresponding Descriptor cards colour coded according to career stages

Please note that the Descriptor cards are available in either a coloured or non-coloured format.

### Task

Unpack the corresponding Descriptor cards and place them on the appropriate square of the Standards base board

Professional Knowledge STANDARD 1 KNOW STUDENTS AND HOW THEY LEARN			
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. (S1)	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. (S1)	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. (S1)	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. (S1)
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. (S1)	Structure teaching programs using research and collegial advice about how students learn. (S1)	Expand understanding of how students learn using research and workplace knowledge. (S1)	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. (S1)
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. (S1)	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. (S1)	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. (S1)	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. (S1)
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. (S1)	Design and implement effective teaching strategies that are responsive to the local community and cultural settings, linguistic background and histories of Aboriginal and Torres Strait Islander students. (S1)	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. (S1)	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. (S1)
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. (S1)	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities. (S1)	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. (S1)	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. (S1)
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. (S1)	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements. (S1)	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. (S1)	Institute 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. (S1)



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