

# Working with the Standards



## How to use this workbook

This workbook is part of a series designed to encourage teachers to continually reflect on their practice by developing a deliberate inquiry mindset. The focus is on improvement of practice and student outcomes through both informal and formal situations. For example, it may guide self-reflection, self-inquiry and discussion with colleagues, as well as support local performance and development processes and external processes such as certification.

Workbooks in this series are:

- ◆ Working with the Standards
- ◆ Developing a professional mindset
- ◆ Demonstrating impact
- ◆ Recognising exemplary teachers

This workbook, 'Working with the Standards', enables you to engage at a deeper level with all career stages of the Australian Professional Standards for Teachers (the Standards). It allows you to further understand how the Standards can help you grow and develop as a professional, and encourages you to make connections with different aspects of your work. Learn why the Standards were developed, how they are organised, what they are really saying and how they can make a difference to you as a professional and the outcomes of your students.

Supporting your colleagues is an integral component to your role as an education professional. Using this workbook in a variety of situations including mentoring, supervising and leading others will enable you to help both yourself and your colleagues grow as professionals. After working through 'Working with the Standards' you may find new ways of identifying your current and developing capabilities, your future professional aspirations and your achievements.

This series of workbooks can be used individually, or as stimulus for discussion with colleagues. Each PDF is editable and responses can be typed directly into the document when prompted. To use this feature you must save the document to your computer and have Adobe Acrobat Reader installed. A free download is available from: <http://www.adobe.com/products/acrobat.html>. Please note, direct editing may be unavailable on some mobile devices.



### Acknowledgment

This workbook series stems from the development of the national Certification Assessor Training Program. The content for this Program was developed in partnership with the National Research Centre of Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia (SiMERR) based at the University of New England and Certifying Authorities in Australian States and Territories. The content selected for this workbook series has been modified and elaborated in order to provide a set of comprehensive resources that are tailored to the needs of all teachers and school leaders.

## The Australian Professional Standards for Teachers (the Standards)

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The Australian Professional Standards for Teachers (the Standards), which can be viewed at <http://www.teacherstandards.aitsl.edu.au/>, are a public statement of what constitutes teacher quality. They describe elements of high-quality, effective teaching by making explicit the knowledge, practice and engagement required across different stages in a teacher's career (AITSL 2011b). The Standards provide a shared understanding and language for discourse within the teaching profession, enabling the profession to articulate what it knows, what it does, what it believes and what it values.

The language of teaching standards can describe how professional knowledge is enacted, yet it can also be used to further explore and elaborate components of the profession. When standards are used in this way they become “a means to development and empowerment” of a profession (Yinger & Hendricks-Lee 2000, p. 95). Therefore, understanding and exploring the Standards will help you to grow and develop as a professional.

**I feel really strongly and excited by the fact that the Standards reflect what I, and teachers I work with, do. There is scope within gathering evidence to drill down to what it is that I do and show how we are not perpetuating a special or different process but that everything we do is about quality teaching and we can describe it in the same language which stops people having silos of practice that makes us feel different to others. So the Standards are a really great notion that really dictates the core of what it is that we do in the classroom.**

Sue, Deputy Principal  
Cranleigh School, Australian Capital Territory



The development of national standards in Australia reflects a recognition of the connection between effective teaching and effective learning (Hattie 2009). It also reflects broader developments in education across the country. In 2009, all Education Ministers agreed to work with all school sectors and systems (Government, Catholic and Independent) ‘to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools’ (MCEETYA 2008, p. 11).

The Standards support the [Melbourne Declaration on Educational Goals for Young Australians](#) (MCEETYA 2008) which acknowledges the challenges and opportunities of the 21<sup>st</sup> century, and provides two simple, but powerful goals to guide Australian education:

**Goal 1: Australian schooling promotes equity and excellence.**

**Goal 2: All young Australians will become:**

- ◆ **successful learners**
- ◆ **confident and creative individuals**
- ◆ **active and informed citizens.**

In 2010 the Standards were validated by over 6,000 teachers and principals from across Australia in a range of school systems and locations. The procedures put in place mean the Standards truly capture the voice of the profession to provide a clear framework for how the profession:

- ◆ expresses its capacity to self-reflect
- ◆ engages in ongoing professional learning
- ◆ provides high-quality teaching and learning experiences
- ◆ builds a positive public profile of the profession.

Regardless of where you teach, you can be confident that the Standards are appropriately contextualised by the real work of Australian teachers. The Standards were endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in December 2010.

The Standards make explicit the elements of high-quality, effective teaching in 21<sup>st</sup>-century schools. They provide a continuum of capabilities and expectations, and a nationally consistent basis for valid, fair and reliable identification and recognition of teachers who demonstrate competence in quality professional knowledge, practice and engagement. The Standards enhance the professionalism of teachers by raising the status and contributing positively to the public standing of the profession (AITSL 2011b). They have two main purposes:

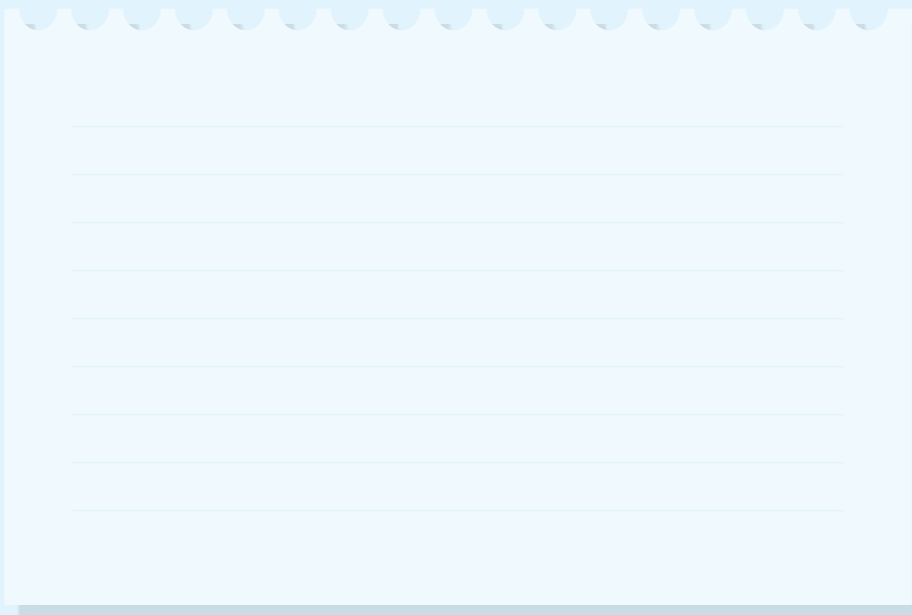
- ◆ to improve the quality of teaching
- ◆ to support the career progression of Australian teachers.

The Standards articulate the knowledge and skills required by teachers and provide a common language for reaching a shared understanding of what effective teaching looks like, which in turn will be shaped by schools' individual contexts and priorities.

The Standards are used by schools, education systems and sectors in a variety of ways to provide direction and structure in the preparation, support and development of high-quality teachers.

## Over to you

1. The implementation of the [Australian Professional Standards for Teachers](#) (AITSL 2011b) creates a 'common language' around enhancing teacher quality for educators across Australia. What are the benefits and challenges associated with having a 'common language'?
2. How are the *Australian Professional Standards for Teachers* (AITSL 2011b) currently used in your school/system/sector? What other uses can you envisage?





## How are the Standards structured?



The **Graduate** career stage underpins the [Accreditation of Initial Teacher Education Programs in Australia: Standards and procedures](#) (AITSL 2011a). All initial teacher education courses across Australia must ensure that graduates meet the Graduate career stage of the Standards. Graduates from nationally accredited programs qualify for provisional registration in each state and territory. If you are working in the space of supervising preservice teachers and want some more hands-on help with how to improve the experience for them, have a look at [Supervising Preservice Teachers](#) on the AITSL website.

The **Proficient** career stage underpins [Nationally Consistent Registration of Teachers in Australia](#). In order to obtain full registration as a teacher in your state/territory you must demonstrate practice at the level of the Proficient career stage. Many teachers will also use the Standards at the Proficient career stage to reflect on their progress when undertaking annual performance reviews.

The **Highly Accomplished** and **Lead** Standards provide the basis for [Certification of Highly Accomplished and Lead teachers in Australia](#) (AITSL 2012) which recognises and promotes demonstration of a high level of quality teaching, provides an opportunity for teachers to critically reflect on their practice, and provides a reliable indication of quality teaching that can be used to identify, recognise and reward. Certification enables teachers to receive feedback on their practice from trained assessors who are external to their school.

## How do the Standards really make a difference to me as a teacher?

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### Over to you

You can use the Standards to identify your current and developing capabilities, professional aspirations and achievements. In order to grow and develop as a professional, the Standards enable you to critically reflect on your own practice and the impact you have on students in your classroom, and on your colleagues' practice.

The Standards can assist you to:

- ◆ self-reflect on the impact of your learning and practice on [student outcomes](#)
- ◆ [self-assess](#) your current practice
- ◆ conduct [professional discussions](#) with colleagues
- ◆ develop [performance and development goals](#)
- ◆ formulate [professional learning plans](#).



The Departments of Education, Catholic education offices and Independent schools associations in each of the states and territories are also a great source of information and resources regarding the Standards.

## What do the Standards look like in practice?

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AITSL has filmed a large number of teachers at work across Australia. To see specific Descriptors of the Standards in practice and what that might look like in someone else's classroom these films have been developed into [Illustrations of Practice on the AITSL website](#).

You might be interested in seeing how different schools focus on performance and development in their context. A range of videos and support resources can be found [here](#).

Remember that we can learn from each other, including from practice in other countries. The OECD has undertaken considerable research on the education profession across the world, a short snapshot of which can be found [here](#).

If you are interested in finding further resources aligned to the Standards for use by you, your colleagues, or your school, please refer to the [Teacher Toolkit](#). You may also like to look at different sharing spaces on the internet including various communities of practice, Twitter and individual school websites.

## How are the Standards organised?

The *Australian Professional Standards for Teachers* (AITSL 2011b) framework comprises three *Domains of Teaching* that are sub-divided into seven *Standards*, as illustrated in Table 1 below.

Domains of teaching	Standards
Standard 1:	1. Know students and how they learn
Standard 2:	2. Know the content and how to teach it
Standard 3:	3. Plan for and implement effective teaching and learning
Standard 4:	4. Create and maintain supportive and safe learning environments
Standard 5:	5. Assess, provide feedback and report on student learning
Standard 6:	6. Engage in professional learning
Standard 7:	7. Engage professionally with colleagues, parents/carers and the community

Table 1: Overview of the Domains of Teaching and Standards in the Australian Professional Standards for Teachers

Each of the seven *Standards* is further sub-divided into *Focus Areas*, which specify particular aspects of professional knowledge, practice and engagement in *Descriptors* that collectively construct a differentiated four-stage career continuum for teachers. Table 2 below outlines the Focus Areas and the Descriptors stipulated for Graduate, Proficient, Highly Accomplished and Lead teachers in Standard 6.

Standard 6 – Engage in professional learning				
Focus area	Graduate	Proficient	Highly Accomplished	Lead
<b>6.1 Identify and plan professional learning needs</b>	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to 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.	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.
<b>6.2 Engage in professional learning and improve practice</b>	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	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.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
<b>6.3 Engage with colleagues and improve practice</b>	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and 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.	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.
<b>6.4 Apply professional learning and improve student learning</b>	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Table 2: Overview of the Focus Areas and differentiated Descriptors across the career continuum for Standard 6 (AITSL 2011b, p. 18)

Further explanation on [unpacking the Standards](#) is available. There is a wealth of information on the [Teacher Standards](#) section of the AITSL website, and also information available through your employer and teacher regulatory authority.



## Why should I examine the terminology used in the Standards?

Examining the terminology of the *Australian Professional Standards for Teachers* (AITSL 2011b) will reveal the common language presented in the framework, which is referred to as the lexical fingerprint. The lexical fingerprint refers to the distinctive qualitative and quantitative patterns within the Descriptors for career stages, or more simply the different patterns of the words that appear across the career stages. Becoming familiar with the lexical fingerprint will enable you to interrogate your current level of practice and identify areas for growth and development, and provide school leaders and teacher educators with the terminology required to provide effective feedback to colleagues.

## What are the lexical patterns that I am looking for?

To closely examine the terminology (lexicon) of the Standards you need to look at the patterns within the Descriptors and across the career stages. An exploration of the brief career stage overview in the [Australian Professional Standards for Teachers](#) (AITSL 2011b, pp. 6-7) provides preliminary insight into the distinctive career stage related terminology that is developed further in the Standards.

Certain terms may be associated exclusively or predominantly with particular career stages, for example:

- ◆ 'qualification' is used exclusively in the Graduate career stage
- ◆ 'specialist' is used exclusively in the Highly Accomplished career stage
- ◆ 'inspire' and 'exemplary' are used exclusively in the Lead career stage.

The terms 'effectively' and 'understand/ing' (by teachers) are used across all career stages, although their distribution is uneven:

- ◆ 'effective/ly' is used increasingly across the career stage trajectory
- ◆ in contrast, 'understanding' is used predominately in relation to the Graduate career stage.

This information relates specifically to the very brief overview of the career stages, and so you are encouraged to look in more detail at the specific Descriptors of each career stage to find patterns in the lexical fingerprints.

## Over to you

To begin looking at the lexical patterns and identifying quantitative and qualitative patterns you will need to use the four documents found in appendix 1 which contain the Descriptors for each career stage organised by Standard and Focus Area. Use the search function (Ctrl F or Command F) to find the words that are listed in the table below. Take note of the number of times each word appears within each career stage. You may, of course, choose to search for additional words.

For example, searching for the word ‘demonstrate’, reveals career stage related differences in lexical frequency. It is used:

- ◆ 21 times in the Graduate Descriptors
- ◆ not at all in the Proficient Descriptors
- ◆ once in the Highly Accomplished Descriptors
- ◆ 4 times in the Lead Descriptors.

	Graduate	Proficient	Highly Accomplished	Lead
Support				
Colleagues				
Demonstrate				
Initiate				

## It is about more than just the word frequency though. How do I delve deeper?

When looking at lexical patterns (frequency of words) the collocations (word combinations) must also be considered. Firth once stated that “You shall know a word by the company it keeps” (Firth 1957, p. 11). The crucial insight here is that words keep different company in the Descriptor sets that configure particular versions of the career stages, as demonstrated in Table 3 below.

- ◆ At the Graduate career stage ‘demonstrating’ refers to the teacher having a (broad) *knowledge* and/or *understanding* and/or capacity
- ◆ At the Lead career stage ‘demonstrating’ refers to the teacher demonstrating *exemplary* practice / teaching and ‘demonstrating’ through *leading*.

Indeed, the terms ‘exemplary’, ‘lead’ and ‘leadership’ are exclusively associated with Lead Descriptors.

Graduate	
1.1. Demonstrate knowledge and understanding of...	1.4. Demonstrate broad knowledge and understanding of...
1.2 Demonstrate knowledge and understanding of...	2.4. Demonstrate broad knowledge of, understanding of and respect...
1.5. Demonstrate knowledge and understanding of...	5.1. Demonstrate understanding of...
2.1. Demonstrate knowledge and understanding of...	5.3. Demonstrate understanding of...
1.3. Demonstrate knowledge of...	5.5. Demonstrate understanding of...
3.4. Demonstrate knowledge of...	4.5. Demonstrate an understanding of...
4.3. Demonstrate knowledge of...	5.2. Demonstrate an understanding of...
1.6. Demonstrate broad knowledge of...	6.1. Demonstrate an understanding of...
3.6. Demonstrate broad knowledge of...	6.4. Demonstrate an understanding of...
	4.2. Demonstrate the capacity to...
	5.4. Demonstrate the capacity to...
	3.5. Demonstrate a range of...
Proficient	Lead
None	2.1 demonstrate exemplary teaching of...
Highly Accomplished	3.1 Demonstrate exemplary practice and...
7.3. Demonstrate responsiveness in all...	4.1 Demonstrate and lead by example...
	3.5 Demonstrate and lead by example...

Table 3: Collocations of the term 'demonstrate' across the career stages (compiled from AITSL 2011b)

Looking at the lexical patterns alone will not give you a full picture. For example, the word 'support' can be found in all four career stages, however it is *how* the word is used that is important (that is, the collocations – the accompanying words).

## Over to you

In the previous 'Over to you', you began investigating the lexical patterns by searching for particular words within Descriptors across all career stages. You can now further investigate the lexical patterns by searching for the collocations involving these words. Begin with the collocations for the word 'colleagues', which are outlined in the table below, and record the number of times they occur for each career stage. You may also choose to investigate other collocations across the career stages.

	Graduate	Proficient	Highly Accomplished	Lead
lead colleagues				
support colleagues				
assist colleagues				
work with colleagues				
advice from colleagues				
feedback from colleagues				

## Over to you

The linguistic insights gained through delving into the lexical patterns of the Standards are useful in having constructive conversations with colleagues and when writing appropriately targeted reports, etc. When you are reflecting on your practice, using lexical patterns, including collocations, to frame your thinking will enable you to view your practice in a different light. By doing this it will allow you to match your current practice with the relevant career stage within the Standards.

What are some other ways that you might be able to use lexical patterns in your teaching practice?



## How do the Standards apply to me and my school?

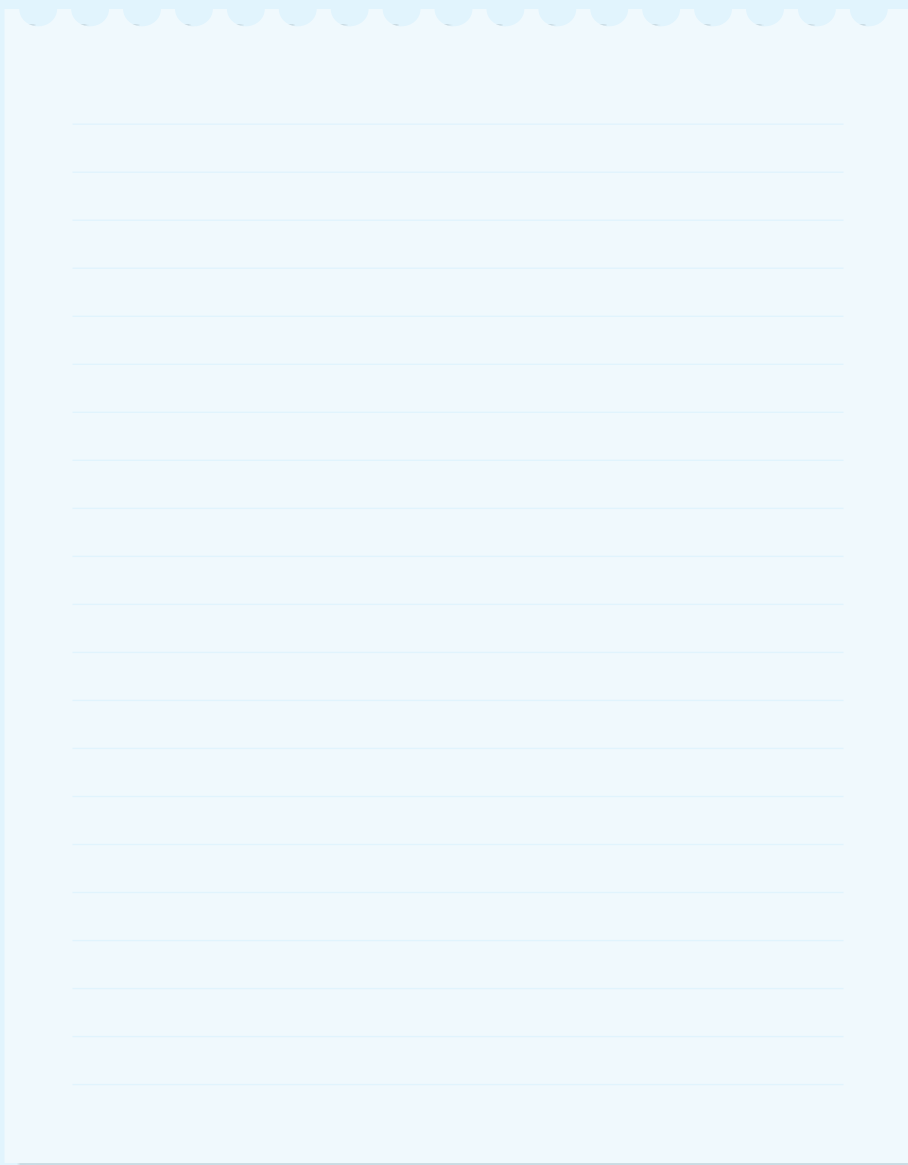
Some questions that you might like to explore either by yourself, as part of a team, or with a critical friend/mentor include:

- ◆ What is your teaching philosophy? How do you believe that children learn? How do you express who you are as a teacher?
- ◆ How are the Standards being used in your school or context for performance and development processes?
- ◆ With a greater understanding of the Standards now, how could you help improve these processes to focus on continual improvement for all teachers?
- ◆ Is professional learning in your school selected based on identified areas in the Standards where improvement is needed?
- ◆ How can teachers effectively collaborate with colleagues to share their professional learning?
- ◆ Does your school have a shared understanding of effective teaching? How could you help to shape/build/develop this?
- ◆ How do the Australian Professional Standards for Teachers assist in defining effective teaching?
- ◆ If there was/was not a shared understanding of effective teaching, what effect would this have on the culture at the school?
- ◆ What is the process of knowledge sharing in your context? Could this process be improved? If yes, how? If not, what makes it so effective?



## Over to you

You might like to share your thoughts with others by having a discussion with colleagues both within and beyond your school. You can also visit Teacher Feature (<http://www.teacherfeature.aitsl.edu.au/>) and Great Teaching Ideas (<http://www.greatteachingideas.aitsl.edu.au/>) on the AITSL website to watch short videos of teachers across Australia talking about their practice and teaching ideas. Remember that continual sharing of fantastic ideas beyond classroom walls and across schools will further encourage a culture of sharing in our profession.

A large, light blue rectangular area with a scalloped top edge, containing horizontal lines for writing. It is designed to look like a piece of paper or a notepad where a teacher can jot down thoughts or reflections.

## References

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# Appendix 1

## Graduate Descriptors

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
1.1. Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	2.1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	3.1. Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	4.1. Identify strategies to support inclusive student participation and engagement in classroom activities.	5.1. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	6.1. Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	7.1. Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
1.2. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	2.2. Organise content into an effective learning and teaching sequence.	3.2. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	4.2. Demonstrate the capacity to organise classroom activities and provide clear directions.	5.2. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	6.2. Understand the relevant and appropriate sources of professional learning for teachers.	7.2. Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
1.3. Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	2.3. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	3.3. Include a range of teaching strategies.	4.3. Demonstrate knowledge of practical approaches to manage challenging behaviour.	5.3. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	6.3. Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	7.3. Understand strategies for working effectively, sensitively and confidentially with parents/carers.
1.4. 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.	2.4. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	3.4. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	4.4. Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	5.4. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	6.4. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	7.4. Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
1.5. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2.5. Know and understand Literacy and numeracy teaching strategies and their application in teaching areas.	3.5. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	4.5. Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	5.5. Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.		
1.6. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	2.6. Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	3.6. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.				
		3.7. Describe a broad range of strategies for involving parents/carers in the educative process.				

## Proficient Descriptors

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
1.1. Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	2.1. Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	3.1. Set explicit, challenging and achievable learning goals for all students.	4.1. Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	5.1. Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	6.1. Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	7.1. Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
1.2. Structure teaching programs using research and collegial advice about how students learn.	2.2. Organise content into coherent, well-sequenced learning and teaching programs.	3.2. Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	4.2. Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	5.2. Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	6.2. Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	7.2. Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
1.3. 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. Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	3.3. Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	4.3. Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	5.3. Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	6.3. Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	7.3. Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and well-being.
1.4. 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. Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	3.4. Select and/or create and use a range of resources, including ICT, to engage students in their learning.	4.4. Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.	5.4. Use student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice.	6.4. Undertake professional learning programs designed to address identified student learning needs.	7.4. Participate in professional and community networks and forums to broaden knowledge and improve practice.
1.5. Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	2.5. Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	3.5. Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	4.5. Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	5.5. Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.		
1.6. Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	2.6. Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	3.6. Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	3.7. Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.			

## Highly Accomplished Descriptors

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
1.1. Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	2.1. Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	3.1. Develop a culture of high expectations for all students by modeling and setting challenging learning goals.	4.1. Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	5.1. 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. Analyse the National 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. Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgment in all school and community contexts.
1.2. Expand understanding of how students learn using research and workplace knowledge.	2.2. Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	3.2. Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	4.2. Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	5.2. 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. Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for preservice teachers where applicable.	7.2. Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.
1.3. 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. Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	3.3. Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	4.3. Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	5.3. Organise assessment moderation activities that support consistent and comparable judgements of student learning.	6.3. 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. Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.
1.4. 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. 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. Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	4.4. Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	5.4. 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. Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	7.4. Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
1.5. 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. Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	3.5. Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	4.5. Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	5.5. Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.		
1.6. 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. 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. Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.				
		3.7. Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.				



STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
1.1 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 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 Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.	4.1 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 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 Use comprehensive knowledge of the National 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 preservice teachers.	7.1 Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community
1.2 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	2.2 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.	3.2 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 Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.	5.2 Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.	6.2 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for preservice teachers.	7.2 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 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 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.	3.3 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 Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.	5.3 Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.	6.3 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 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 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 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 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 Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.	5.4 Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	6.4 Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	7.4 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.
1.5 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 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 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 Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.	5.5 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.		
1.6 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 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 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 Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities.			

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