



Work on the Australian Professional Standards for Teachers (the Standards) commenced under the auspices of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA – now the Education Council) in 2009. Significant work was undertaken by the Australian Standards Sub-group of the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) during 2009-10. The Australian Institute for Teaching and School Leadership (AITSL) assumed responsibility for validating and finalising the Standards in July 2010.

The *Australian Professional Standards for Teachers* were endorsed by MCEECDYA in December 2010. AITSL appreciates Ministers' commitment to quality teaching and to the National Partnership on Improving Teacher Quality, and looks forward to continuing work with them on these important national reforms.

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Preamble

The crucial role of the teacher

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. The Australian Professional Standards for Teachers (the Standards) reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on students,¹ with broad consensus that teacher quality is the single most important in-school factor influencing student achievement.² Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work and life.

As stated in the National Partnership on Improving Teacher Quality³ and the Melbourne Declaration on Educational Goals for Young Australians,⁴ improving teacher quality is considered an essential reform as part of Australia's efforts to improve student attainment and ensure it has a world class system of education. 'The greatest resource in Australian schools is our teachers. They account for the vast majority of expenditure in school education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy'.⁵

Internationally⁶ and locally, education systems are developing professional standards for teachers to attract, develop, recognise and retain quality teachers. 'High performing school systems, though strikingly different in construct and context, [maintain] a strong focus on improving instruction because of its direct impact upon student achievement'.⁷

Professional standards for teachers

Developing professional standards for teachers that can guide professional learning, practice and engagement facilitates the improvement of teacher quality and contributes positively to the public standing of the profession. The key elements of quality teaching are described in the Standards.

They articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead.

The Standards and their descriptors represent an analysis of effective, contemporary practice by teachers throughout Australia. Their development included a synthesis of the descriptions of teachers' knowledge, practice and professional engagement used by teacher accreditation and registration authorities, employers and professional associations. Each descriptor has been informed

by teachers' understanding of what is required at different stages of their careers. An extensive validation process involving almost 6,000 teachers ensured that each descriptor was shaped by the profession.

“The greatest resource in Australian schools is our teachers. They account for the vast majority of expenditure in school education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy.”

The Standards support the Melbourne Declaration,⁸ which describes aspirations for all young Australians for the next decade. This commits Australian Education Ministers to the specific educational goals that Australian schooling promotes equity and excellence and that all young Australians will become successful learners, confident and creative individuals, and active and informed citizens.⁹ 'All Australian governments, universities, school sectors and individual schools have a responsibility to work together to support high-quality teaching and school leadership, including by enhancing pre-service¹⁰ teacher education'.¹¹

Purpose of the Standards

The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers.

They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public.

Teacher standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and selfassessment.¹²

Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

Standards contribute to the professionalisation of teaching and raise the status of the profession. They could also be used as the basis for a professional accountability model,¹³ helping to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

The Australian Professional Standards for Teachers are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher's developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Graduate Standards will underpin the accreditation of initial teacher education programs.

Graduates from accredited programs qualify for registration¹⁴ in each state and territory.

The Proficient Standards will be used to underpin processes for full registration as a teacher and to support the requirements of nationally consistent teacher registration.

The Standards at the career stages of Highly Accomplished and Lead will inform voluntary certification.¹⁵

Organisation of the Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping.

The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains.

Within each Standard focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead.

| Domains of teaching | Standards | Focus areas and descriptors |
|--------------------------------|---|--|
| Professional Knowledge | <ol style="list-style-type: none"> 1. Know students and how they learn 2. Know the content and how to teach it | Refer to the Standard at each career stage |
| Professional Practice | <ol style="list-style-type: none"> 3. Plan for and implement effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning | |
| Professional Engagement | <ol style="list-style-type: none"> 6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community | |

Organisation of the Standards

Domains of teaching

Professional Knowledge

Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach.

Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.

Professional Practice

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.

They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/ carers.

Professional Engagement

Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually.

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning.

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.

Organisation of the Standards

The Australian Professional Standards For Teachers

The seven Standards identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach.

| 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 |

Focus areas and descriptors

The focus areas and descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.

Professional capability at four career stages

The four career stages in the Standards provide benchmarks to recognise the professional growth of teachers throughout their careers. The descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

Graduate teachers

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards.

On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics.

They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies to create rapport with students and manage student behaviour. They know how to support students' wellbeing and safety, working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

Proficient teachers

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics.

They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

Highly Accomplished teachers

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues,

Organisation of the Standards

including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning.

They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning.

They are active in establishing an environment which maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.

Lead teachers

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They seek to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and preservice teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues. They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

Conclusion

The development of the Australian Professional Standards for the teaching profession is an integral part of ensuring quality learning and teaching in Australian schools. With their development and implementation, Australian education systems are well placed to be among the best in the world.

These Standards build upon the significant work undertaken previously in Australia. They are a fundamental component of the reforms agreed to in the National Partnership on Improving Teacher Quality and will help to realise the goals and commitments set out in the Melbourne Declaration.



Professional Knowledge

Standard 1: Know students and how they learn

| Graduate | Proficient | Highly Accomplished | Lead |
|----------|------------|---------------------|------|
|----------|------------|---------------------|------|

Focus area 1.1 Physical, social and intellectual development and characteristics of students

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| Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. | Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. | 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. |
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Focus area 1.2 Understand how students learn

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| Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | Structure teaching programs using research and collegial advice about how students learn. | Expand understanding of how students learn using research and workplace knowledge. | Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. |
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Focus area 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

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| Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from 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. | Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | 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. |
|--|--|---|---|

| Graduate | Proficient | Highly Accomplished | Lead |
|----------|------------|---------------------|------|
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Focus area 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

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| 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. | 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. | 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. | 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. |
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Focus area 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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| Demonstrate knowledge and understanding of strategies for differentiating 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. | 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. | 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. |
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Focus area 1.6 Strategies to support full participation of students with disability

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| Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning 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. | 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. | 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. |
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Professional Knowledge

Standard 2: Know the content and how to teach it

| Graduate | Proficient | Highly Accomplished | Lead |
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Focus area 2.1 Content and teaching strategies of the teaching area

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| Demonstrate knowledge and understanding of the concepts, substance and structure of the 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. | Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs. | 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. |
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Focus area 2.2 Content selection and organisation

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| Organise content into an effective learning and teaching sequence. | Organise content into coherent, well-sequenced learning and teaching programs. | Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. | Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs. |
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Focus area 2.3 Curriculum, assessment and reporting

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| Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. | Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements. | Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements. |
|---|---|--|---|

| Graduate | Proficient | Highly Accomplished | Lead |
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Focus area 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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| Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | 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. |
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Focus area 2.5 Literacy and numeracy strategies

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| Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement. | Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement. | 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. |
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Focus area 2.6 Information and Communication Technology (ICT)

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| Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. | 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. | 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. |
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Professional Practice

Standard 3: Plan for and implement effective teaching and learning

| Graduate | Proficient | Highly Accomplished | Lead |
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| Focus area 3.1 Establish challenging learning goals | | | |
| Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | Set explicit, challenging and achievable learning goals for all students. | Develop a culture of high expectations for all students by modelling and setting challenging learning goals. | Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. |
| Focus area 3.2 Plan, structure and sequence learning programs | | | |
| Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. | Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students. | 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. |
| Focus area 3.3 Use teaching strategies | | | |
| Include a range of teaching strategies. | Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | 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. |
| Focus area 3.4 Select and use resources | | | |
| Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | Select and/or create and use a range of resources, including ICT, to engage students in their learning. | Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. | Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school. |

| Graduate | Proficient | Highly Accomplished | Lead |
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Focus area 3.5 Use effective classroom communication

| | | | |
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| Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement. | Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement. | Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement. |
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Focus area 3.6 Evaluate and improve teaching programs

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| Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. | Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices. | 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. |
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Focus area 3.7 Engage parents/carers in the educative process

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| Describe a broad range of strategies for involving parents/carers in the educative process. | Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. | Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. | Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities. |
|---|--|---|---|

Professional Practice

Standard 4: Create and maintain supportive and safe learning environments

| Graduate | Proficient | Highly Accomplished | Lead |
|----------|------------|---------------------|------|
|----------|------------|---------------------|------|

Focus area 4.1 Support student participation

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|--|---|---|--|
| Identify strategies to support inclusive student participation and engagement in classroom activities. | Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. | Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. | 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. |
|--|---|---|--|

Focus area 4.2 Manage classroom activities

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| Demonstrate the capacity to organise classroom activities and provide clear directions. | Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. | Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities. | Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning. |
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Focus area 4.3 Manage challenging behaviour

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| Demonstrate knowledge of practical approaches to manage challenging behaviour. | Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. | Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. | Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies. |
|--|--|---|--|

| Graduate | Proficient | Highly Accomplished | Lead |
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Focus area 4.4 Maintain student safety

| | | | |
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| Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. | Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. | Initiate and take responsibility for implementing current school and/ or system, curriculum and legislative requirements to ensure student wellbeing and safety. | Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices. |
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Focus area 4.5 Use ICT safely, responsibly and ethically

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| 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. | Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. | Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. | Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching. |
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Professional Practice

Standard 5: Assess, provide feedback and report on student learning

| Graduate | Proficient | Highly Accomplished | Lead |
|----------|------------|---------------------|------|
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Focus area 5.1 Assess student learning

| | | | |
|---|--|--|--|
| Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to 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. | 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. |
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Focus area 5.2 Provide feedback to students on their learning

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| Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. | Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. | 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. | Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies. |
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Focus area 5.3 Make consistent and comparable judgements

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| Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. | Organise assessment moderation activities that support consistent and comparable judgements of student learning. | Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements. |
|---|---|--|--|

| Graduate | Proficient | Highly Accomplished | Lead |
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Focus area 5.4 Interpret student data

| | | | |
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| Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. | Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice. | Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice. |
|--|--|--|---|

Focus area 5.5 Report on student achievement

| | | | |
|--|--|---|---|
| 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. | Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records. | Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement. | Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues. |
|--|--|---|---|

Professional Engagement

Standard 6: Engage in professional learning

| Graduate | Proficient | Highly Accomplished | Lead |
|----------|------------|---------------------|------|
|----------|------------|---------------------|------|

Focus area 6.1 Identify and plan professional learning needs

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|--|---|---|--|
| 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. |
|--|---|---|--|

Focus area 6.2 Engage in professional learning and improve practice

| | | | |
|--|---|---|--|
| 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. |
|--|---|---|--|

Focus area 6.3 Engage with colleagues and improve practice

| | | | |
|---|---|--|--|
| 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. |
|---|---|--|--|

| Graduate | Proficient | Highly Accomplished | Lead |
|----------|------------|---------------------|------|
|----------|------------|---------------------|------|

Focus area 6.4 Apply professional learning and improve student learning

| | | | |
|--|--|--|---|
| <p>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p> | <p>Undertake professional learning programs designed to address identified student learning needs.</p> | <p>Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.</p> | <p>Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p> |
|--|--|--|---|

Professional Engagement

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

| Graduate | Proficient | Highly Accomplished | Lead |
|--|--|--|---|
| Focus area 7.1 Meet professional ethics and responsibilities | | | |
| Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | Meet codes of ethics and conduct established by regulatory authorities, systems and schools. | Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. | Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community. |
| Focus area 7.2 Comply with legislative, administrative and organisational requirements | | | |
| Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. | Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. | Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. | 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. |
| Focus area 7.3 Engage with the parents/carers | | | |
| Understand strategies for working effectively, sensitively and confidentially with parents/carers. | Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing. | Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing. | 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. |
| Focus area 7.4 Engage with professional teaching networks and broader communities | | | |
| Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. | Participate in professional and community networks and forums to broaden knowledge and improve practice. | Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. | Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. |

Glossary

| Item | AITSL |
|------------------------|--|
| Accreditation | Endorsement that a program meets approved standards. |
| Advocate | Promote a view or position or provide support to others. |
| Assessment – formal | Evaluating student performance through a structured (often written) assessment. |
| Assessment – formative | Evaluating student learning to provide feedback to students and devise/change teaching and learning programs. |
| Assessment – informal | Evaluating student performance through techniques such as observation and anecdotal records |
| Assessment – summative | Evaluating student achievement of learning goals at a point in time. |
| Broad | Ensuring variety, not narrow or limited; i.e. comprehensive in content, knowledge, experience, ability, or application. |
| Career stage | Benchmarks which recognise the professional growth of teachers throughout their careers, represented by increasing levels of knowledge, practice and professional engagement. |
| Certification | Credential attained by teachers who have met specified requirements. |
| Classroom | Physical environment where learning takes place, including: <ul style="list-style-type: none"> • classrooms in schools • rooms in early childhood education and care services • other areas where teaching and learning occurs. |
| Collaboration | Working with one or more colleagues to achieve a common goal. |
| Colleague | Other professionals and paraprofessionals (inside and outside the school) including but not limited to, teachers, principals, specialist teachers, pre-service teachers, industry partners, education assistants, teachers' aides. |
| Context | The set of circumstances or facts that surround a particular event, situation or environment. |

Glossary

| Item | AITSL |
|-------------------------------|--|
| Curriculum content | What teachers are expected to teach and students are expected to learn. Curriculum content includes knowledge, skills and understanding that students are expected to learn and is usually described for a particular learning area at a particular year level. |
| Demonstrate | To show or make evident knowledge and/or understanding. |
| Effective teaching strategies | Strategies which research and workplace knowledge suggests contribute to successful learning outcomes for students. |
| Evidence | Data that is considered reliable and valid which can be used to support a particular idea, conclusion or decision. |
| Exemplary | A high standard of practice, serving as a model or example for students, colleagues and the community |
| ICT | Information and Communication Technology; the generation and application of knowledge and processes to develop devices, methods and systems. |
| Learning and teaching program | An organised and sequenced program of teaching activities and strategies; assessment strategies and resources. |
| Learning goals | The specific, measurable, attainable, realistic and time-targeted (SMART) objectives set with, by and for students. |
| Mentor | A more experienced person who supports and assists another person to grow and learn in their role. |
| Lesson | Learning, including: <ul style="list-style-type: none"> • lessons taught by a teacher in a school • learning opportunities taught by a teacher in an early childhood setting • lessons or learning opportunities taught by a teacher in other education settings. |
| Non-verbal communication | The use of unspoken cues generated by both the teacher and their environment that have potential message value to students. This could include but is not limited to eye contact, gestures, proximity and visual aids. |
| Pre-service teachers | Students in initial teacher education programs provided by higher education institutions. |

| Item | AITSL |
|---------------------|---|
| Range | The set of available strategies or tools that can be used in different situations. |
| Registration | Regulatory processes for entry and continued employment in the teaching profession. |
| School | Education settings, including: <ul style="list-style-type: none"> • schools • early childhood education and care services • other locations where teaching and learning occurs. |
| Stages of learning | Levels of learning aligned to the age or development of students. |
| Student | Learners, including: <ul style="list-style-type: none"> • students taught by a teacher in a school • children taught by a teacher in an early childhood setting • students / children taught by a teacher in other education settings. |
| Subject | Specific, recognised body of learning that is described in a curriculum document or is the focus of undergraduate studies. |
| Teaching area | The curriculum and learning area/s in which the teacher provides instruction. |
| Workplace knowledge | Knowledge of learning and teaching developed by practitioners within the context of their work environment. |

Notes

1. J Hattie, 'Teachers make a difference: what is the research evidence?' Paper presented to Australian Council for Educational Research Annual Conference, Melbourne, 19 – 21 October 2003.
2. Organisation for Economic Co-operation and Development (OECD), Teachers matter: Attracting, developing and retaining effective teachers, 6th edn, Paris, OECD Publishing, 2005.
3. Council of Australian Governments (COAG), National partnership on improving teacher quality, Canberra, 2008, viewed 31 January 2011, http://www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/national_partnership/national_partnership_on_improving_teacher_quality.pdf
4. Ministerial Council for Education, Employment, Training and Youth Affairs, Melbourne declaration on educational goals for young Australians, Melbourne, 2008, viewed 31 January 2011, http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf
5. B Jensen, What teachers want: Better teacher management, Melbourne, Grattan Institute, 2010, p. 5.
6. OECD, 'Teacher evaluation: a conceptual framework and examples of country practice', paper presented at the OECD-Mexico workshop, Towards a teacher evaluation framework in Mexico: international practices, criteria and mechanisms, Mexico City, 1-2 December 2009.
7. M Barber & M Mourshed, How the world's best-performing school systems come out on top, London, McKinsey & Company, 2007, p. 13.
8. Ministerial Council for Education, Employment, Training and Youth Affairs, Melbourne declaration on educational goals for young Australians, Melbourne, 2008, viewed 24 November 2010, http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf
9. Although Australian education systems perform strongly against other OECD countries, low equity is still a significant issue. In response to this, the Melbourne Declaration commits to specific actions such as improving educational outcomes for Indigenous youth and students with disability.
10. The terminology 'initial teacher education' has replaced the term pre-service teacher education.
11. Ministerial Council for Education, Employment, Training and Youth Affairs, Melbourne declaration on educational goals for young Australians, Melbourne, 2008, viewed 31 January 2011, p. 11. http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf
12. RJ Yinger & MS Hendricks-Lee, The language of standards and teacher education reform, Educational Policy, 14(1), 2000, 94–106, viewed 18 January 2011, <http://epx.sagepub.com/content/14/1/94>
13. *ibid.*
14. In New South Wales (NSW) "accreditation" is the equivalent of "registration".
15. "Accreditation" in NSW.

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