Proficient teachers

Professional Knowledge

Standard 1 - Know students and how they learn

Focus areas

1.1 Physical, social and intellectual development and characteristics of students

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

1.2 Understand how students learn

Structure teaching programs using research and collegial advice about how students learn.

1.3 Students with 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.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

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.

1.5 Differentiate 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.

1.6 Strategies to support full participation 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.

Standard 2 - Know the content and how to teach it

Focus areas

2.1 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.

2.2 Content selection and organisation

Organise content into coherent, well-sequenced learning and teaching programs.

2.3 Curriculum, assessment and reporting

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.5 Literacy and numeracy

2.6 Information and

strategies

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

Communication Technology (ICT)

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Professional Practice

Standard 3 - Plan for and implement effective teaching and learning

Focus areas

3.1 Establish challenging learning goals

Set explicit, challenging and achievable learning goals for all students.

3.2 Plan, structure and sequence learning programs

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

3.3 Use teaching strategies

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

3.4 Select and use resources

Select and/or create and use a range of resources, including ICT, to engage students in their learning.

3.5 Use effective classroom communication

Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

3.6 Evaluate and improve teaching programs

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

3.7 Engage parents/ carers in the educative process

Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

Standard 4 - Create and maintain supportive and safe learning environments

Focus areas

4.1 Support student participation

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

4.2 Manage classroom activities

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

4.3 Manage challenging behaviour

Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

4.4 Maintain student safety

Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.

4.5 Use ICT safely, responsibly and ethically

Incorporate strategies to

promote the safe, responsible and ethical use of ICT in learning and teaching.

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

Focus areas

5.1 Assess student learning

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

5.2 Provide feedback to students on their learning

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

5.3 Make consistent and comparable judgements

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

5.4 Interpret student data

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

5.5 Report on student achievement

Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Professional Engagement

Standard 6 - Engage in professional learning

Focus areas

6.1 Identify and plan professional learning needs

Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

6.2 Engage in professional learning and improve practice

Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

6.3 Engage with colleagues and improve practice

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

6.4 Apply professional learning and improve student learning

Undertake professional learning programs designed to address identified student learning needs.

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

Focus areas

7.1 Meet professional ethics and responsibilities

Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

7.2 Comply with legislative, administrative and organisational requirements

Understand the implications of and comply with relevant legislative, administrative, organisational and

7.3 Engage with the parents/carers

Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and

7.4 Engage with professional teaching networks and broader communities

Participate in professional and community networks and forums to broaden knowledge

organisational and professional requirements, policies and processes.

children's learning and wellbeing.

forums to broaden knowledge and improve practice.

Highly Accomplished teachers

Professional Knowledge

Standard 1 - Know students and how they learn

Focus areas

1.1 Physical, social and intellectual development and characteristics of students

Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.

1.2 Understand how students learn

Expand understanding of how students learn using research and workplace knowledge.

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

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

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.

1.6 Strategies to support full participation of students with disability

Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.

Standard 2 - Know the content and how to teach it

Focus areas

2.1 Content and teaching strategies of the teaching area

Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

2.2 Content selection and organisation

Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.

2.3 Curriculum, assessment and reporting

Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait

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for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.5 Literacy and numeracy strategies

Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.

2.6 Information and Communication Technology (ICT)

Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.

Professional Practice

Standard 3 - Plan for and implement effective teaching and learning

Focus areas

3.1 Establish challenging learning goals

Develop a culture of high expectations for all students by modelling and setting challenging learning goals.

3.2 Plan, structure and sequence learning programs

Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.

3.3 Use teaching strategies

Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

3.4 Select and use resources

Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.

3.5 Use effective classroom communication

Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.

3.6 Evaluate and improve teaching programs

Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.

3.7 Engage parents/ carers in the educative process

Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Standard 4 - Create and maintain supportive and safe learning environments

Focus areas

4.1 Support student participation

Model effective practice and support colleagues to implement inclusive strategies that engage and support all students

4.2 Manage classroom activities

Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in

4.3 Manage challenging behaviour

Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace

4.4 Maintain student safety

Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety

students. | students are engaged in purposeful activities. | knowledge and workplace experience. | wellbeing and safety.

4.5 Use ICT safely, responsibly and ethically

Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

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

Focus areas

5.1 Assess student learning

Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.

5.2 Provide feedback to students on their learning

Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.

5.3 Make consistent and comparable judgements

Organise assessment moderation activities that support consistent and comparable judgements of student learning.

5.4 Interpret student data

Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

5.5 Report on student achievement

Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.

Professional Engagement

Standard 6 - Engage in professional learning

Focus areas

6.1 Identify and plan professional learning needs

Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-

6.2 Engage in professional learning and improve practice

Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality

6.3 Engage with colleagues and improve practice

Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational

6.4 Apply professional learning and improve student learning

Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.

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service teachers to improve
classroom practice.

placements for pre-service
teachers where applicable.

outcomes of students.

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

Focus areas

7.1 Meet professional ethics and responsibilities

Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.

7.2 Comply with legislative, administrative and organisational requirements

Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

7.3 Engage with the parents/carers

Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.

7.4 Engage with professional teaching networks and broader communities

Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.

Lead teachers

Professional Knowledge

Standard 1 - Know students and how they learn

Focus areas

1.1 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.

1.2 Understand how students learn

Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.

1.3 Students with 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.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

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.

1.5 Differentiate teaching to meet 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.

1.6 Strategies to support full participation 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.

Standard 2 - Know the content and how to teach it

Focus areas

2.1 Content and teaching strategies of the teaching area

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.

2.2 Content selection and organisation

Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

2.3 Curriculum, assessment and reporting

Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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.

2.5 Literacy and numeracy strategies

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.

2.6 Information and Communication Technology (ICT)

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.

Professional Practice

Standard 3 - Plan for and implement effective teaching and learning

Focus areas

3.1 Establish 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.

3.2 Plan, structure and sequence learning programs

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.

3.3 Use teaching strategies

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.

3.4 Select and use resources

Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

3.5 Use effective classroom communication

Demonstrate and lead by example inclusive verbal and

3.6 Evaluate and improve teaching programs

Conduct regular reviews of teaching and learning

3.7 Engage parents/ carers in the educative process

Initiate contextually relevant processes to establish

non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.

programs that involve parents/carers in the education of their children and broader school priorities and activities.

Standard 4 - Create and maintain supportive and safe learning environments

Focus areas

4.1 Support student participation

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.

4.2 Manage classroom activities

Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

4.3 Manage challenging behaviour

Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

4.4 Maintain student 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.

4.5 Use ICT safely, responsibly and ethically

Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

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

Focus areas

5.1 Assess student learning

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.

5.2 Provide feedback to students on their learning

Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

5.3 Make consistent and comparable judgements

Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

5.4 Interpret student data

Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

5.5 Report on student 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

Focus areas

6.1 Identify and plan professional learning needs

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.

6.2 Engage in professional learning and improve practice

Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

6.3 Engage with colleagues and improve practice

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.

6.4 Apply professional learning and improve student learning

Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

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

Focus areas

7.1 Meet professional ethics and responsibilities

Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

7.2 Comply with legislative, administrative and organisational requirements

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.

7.3 Engage with the parents/carers

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.

7.4 Engage with professional teaching networks and broader communities

Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.