

Getting to know the Australian Professional Standards for Teachers at the Proficient Level

STANDARD 1: KNOW LEARNERS AND HOW THEY LEARN

Focus area	Descriptor at career stage		What will you see a proficient teacher do?	How could this be evidenced?
	Graduate	Proficient		
1.1 Physical, social and intellectual development and characteristics of learners	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 learners' physical, social and intellectual development and characteristics to improve their learning.		
1.2 Understand how learners learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about learning.		
1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds	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 learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.		
1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners	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 learners.		
1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities	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 learners across the full range of abilities.		
1.6 Strategies to support full participation of learners with disability	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 learners with disability and address relevant policy and legislative requirements.		

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

Focus area	Descriptor at career stage		What will you see a proficient teacher do?	How could this be evidenced?
	Graduate	Proficient		
2.1 Content and teaching strategies of the teaching area	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.		
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.		
2.3 Curriculum, assessment and reporting	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.		
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for learners to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.		
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.		
2.6 Information and Communication Technology (ICT)	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.		

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus area	Descriptor at career stage		What will you see a proficient teacher do?	How could this be evidenced?
	Graduate	Proficient		
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 learners.		
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 sequences that engage learners and promote learning.		
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.		
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 learners in their learning.		
3.5 Use effective classroom communication	Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learning.		
3.6 Evaluate and improve teaching programs	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 and assessment data, to inform planning.		
3.7 Engage parents / carers in the educative process	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.		

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus area	Descriptor at career stage		What will you see a proficient teacher do?	How could this be evidenced?
	Graduate	Proficient		
4.1 Support participation of learners	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.		
4.2 Manage learning and teaching activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.		
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with learners and address discipline issues promptly, fairly and respectfully.		
4.4 Maintain safety of learners	Describe strategies that support students' wellbeing and safety working within school and / or system, curriculum and legislative requirements.	Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.		
4.5 Use ICT safely, responsibly and ethically	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.		

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON LEARNING

Focus area	Descriptor at career stage		What will you see a proficient teacher do?	How could this be evidenced?
	Graduate	Proficient		
5.1 Assess 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 learning.		
5.2 Provide feedback to learners about their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.		
5.3 Make consistent and comparable judgements	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 learning.		
5.4 Interpret data from learners	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.		
5.5 Report on achievement of learners	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 learners and parents / carers about achievement, making use of accurate and reliable records.		

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

Focus area	Descriptor at career stage		What will you see a proficient teacher do?	How could this be evidenced?
	Graduate	Proficient		
6.1 Identify and plan professional learning needs	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.		
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 priorities of the education setting or system.		
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.		
6.4 Apply professional learning and improve learning (of learners)	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 needs of learners.		

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY

Focus area	Descriptor at career stage		What will you see a proficient teacher do?	How could this be evidenced?
	Graduate	Proficient		
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 education settings.		
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.		
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.		
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.		

The Inquiry Approach

Please write the questions you may need to ask at each stage of the Inquiry.

	PRT	Mentor role
Content and context for learning		
The inquiry question		
The action plan		
Implementing your action plan		
Evaluating the effectiveness of practice		



Professional and Ethical Responsibilities

Some of the key risks to children in organisational settings are outlined below.

Once you have identified the risks faced by children in your organisation, you have a better understanding of what policies and procedures your organisation requires and how these should be communicated.

Unintentional / accidental harm <ul style="list-style-type: none"> poor physical environment leading to injury poor supervision high-risk activity lack of risk mitigation strategies in place. 	Physical abuse <ul style="list-style-type: none"> physical punishment pushing shoving punching, slapping, biting, kicking.
Psychological abuse <ul style="list-style-type: none"> bullying threatening language shaming intentional ignoring and isolating (either face-to-face, online or via other technology). 	Cultural abuse <ul style="list-style-type: none"> lack of cultural respect racial or cultural vilification or discrimination lack of support to enable a child to be aware of and express their cultural identity.
Neglect <ul style="list-style-type: none"> lack of supervision not providing adequate nourishment not providing adequate clothing or shelter not meeting the specific physical or cognitive needs of children. 	Sexual abuse <ul style="list-style-type: none"> sexual abuse, assault and exploitation grooming inappropriate touching inappropriate conversations of a sexual nature (either face-to-face, online or via other technology) crossing professional boundaries.

EARLY CHILDHOOD NATIONAL QUALITY STANDARD - QA 2: CHILDREN'S HEALTH AND SAFETY

Each child's health is promoted

- each child's health needs are supported
- each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation
- effective hygiene practices are promoted and implemented
- steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

Healthy eating and physical activity are embedded in the program for children

- healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
- physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Each child is protected

- children are adequately supervised at all times
- every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
- educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

<https://ccyp.vic.gov.au/assets/resources/ChildSafeGuide.pdf>

MAINTAINING CHILD SAFETY AND WELFARE PURPOSE

Describe an overview of your legal obligations in relation to child safety and welfare. Provide at least two examples of how you have implemented your legal obligations in your workplace, making reference to any relevant workplace policies.

MAINTAINING PROFESSIONAL RELATIONSHIPS

Develop a brief written report documenting how you establish appropriate relationships with your learners.

In your report you may like to refer to:

- specific examples of your professional interactions with your learners
- observations of your colleagues' professional interactions with learners
- what you have learnt from your colleagues about establishing and maintaining appropriate professional boundaries with learners.

The Inquiry Approach: Reflection

CONNECT: How are the ideas and information presented connected to what you already know?

EXTEND: What new ideas did you get that EXTENDED or pushed your thinking in new directions?

CHALLENGE: What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings do you now have?