

A short guide to referencing the standards

A workplace panel determines whether your evidence demonstrates your practice in relation to the APST and their descriptors.

You should be able to demonstrate all 37 descriptors of the APST at the proficient level in your normal teaching practice. In some circumstances you may need to negotiate with leaders in your workplace to ensure there are opportunities to evidence all descriptors. Where there is a teaching context that means there are descriptors that cannot be evidenced at all, you must [contact VIT](#) to discuss your exceptional circumstances before you finalise your evidence.

We suggest you reference where you have provided evidence against the standards using the guide below. This will ensure you have addressed all areas required and now have evidence to support you at the panel meeting. Please note: this can be used as a record for the recommendation meeting, but is not the recommendation report.

STANDARD 1: KNOW LEARNERS AND HOW THEY LEARN

DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/> 1.1: Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	
<input type="checkbox"/> 1.2: Structure teaching programs using research and collegial advice about learning.	
<input type="checkbox"/> 1.3: Design and implement teaching strategies responsive to learning strengths of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	
<input type="checkbox"/> 1.4: Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	
<input type="checkbox"/> 1.5: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	
<input type="checkbox"/> 1.6: Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/> 2.1: Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	
<input type="checkbox"/> 2.2: Organise content into coherent, well-sequenced learning and teaching programs.	
<input type="checkbox"/> 2.3: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	
<input type="checkbox"/> 2.4: Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	
<input type="checkbox"/> 2.5: Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	
<input type="checkbox"/> 2.6: 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

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	3.1: Set explicit, challenging and achievable learning goals for all learners.	
<input type="checkbox"/>	3.2: Plan and implement well-structured learning and teaching programs or lesson sequences that engage learners and promote learning.	
<input type="checkbox"/>	3.3: Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	
<input type="checkbox"/>	3.4: Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	
<input type="checkbox"/>	3.5: Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	
<input type="checkbox"/>	3.6: Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	
<input type="checkbox"/>	3.7: 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

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	4.1: Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	
<input type="checkbox"/>	4.2: Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	
<input type="checkbox"/>	4.3: Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	
<input type="checkbox"/>	4.4: Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	
<input type="checkbox"/>	4.5: 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

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	5.1: Develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess learning.	
<input type="checkbox"/>	5.2: Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.	
<input type="checkbox"/>	5.3: Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	
<input type="checkbox"/>	5.4: Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	
<input type="checkbox"/>	5.5: 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

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	6.1: Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs.	
<input type="checkbox"/>	6.2: Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	
<input type="checkbox"/>	6.3: Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice.	
<input type="checkbox"/>	6.4: Undertake professional learning programs designed to address identified needs of learners.	

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

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	7.1: Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	
<input type="checkbox"/>	7.2: Understand implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	
<input type="checkbox"/>	7.3: Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	
<input type="checkbox"/>	7.4: Participate in professional and community networks and forums to broaden knowledge and improve practice.	