

Australian Professional Standards for Teachers (APST)

STANDARDS AT THE GRADUATE TEACHER LEVEL

| PROFESSIONAL KNOWLEDGE | | PROFESSIONAL PRACTICE | | | PROFESSIONAL ENGAGEMENT | |
|--|---|--|--|--|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Know students and how they learn | Know the content and how to teach it | Plan for and implement effective teaching and learning | Create and maintain supportive and safe learning environments | Assess, provide feedback and report on learning | Engage in professional learning | Engage professionally with colleagues, parents / carers and community |
| 1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | 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. | 3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | 4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities. | 5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | 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. | 7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |
| 1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 2.2 Content selection and organisation Organise content into an effective learning and teaching sequence. | 3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | 4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions. | 5.2 Provide feedback to students on their learning Demonstrate understanding of the purpose of providing timely and appropriate feedback to students about their learning. | 6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers. | 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. |
| 1.3 Students 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. | 2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | 3.3 Use teaching strategies Include a range of teaching strategies. | 4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour. | 5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | 6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | 7.3 Engage with parents / carers Understand strategies for working effectively, sensitively and confidentially with parents / carers. |
| 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | 2.4 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. | 3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | 4.4 Maintain student safety Describe strategies that support students' well-being and safety working within school and / or system, curriculum and legislative requirements. | 5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | 6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. | 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. |
| 1.5 Differentiate teaching to meet the specific learning needs of students 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. | 2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | 3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 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. | 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. | | |
| 1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. | 2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | | | | |
| | | 3.7 Engage parents / carers in the educative process Describe a broad range of strategies for involving parents / carers in the educative process. | | | | |

The Victorian Institute of Teaching acknowledges the diversity of teaching contexts and uses inclusive language to describe the professional standards for teachers.