

Checklist: APST evidence

A workplace panel determines whether your evidence demonstrates proficient 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.

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.
1.1 Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	
1.2 Structure teaching programs using research and collegial advice about learning.	
1.3 Design and implement teaching strategies responsive to learning strengths of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	
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.	
1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	
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.
2.1 Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	
2.2 Organise content into coherent, well-sequenced learning and teaching programs.	
2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	
2.4 Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	
2.5 Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	
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.
3.1 Set explicit, challenging and achievable learning goals for all learners.	
3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage learners and promote learning.	
3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	
3.4 Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	
3.5 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	
3.6 Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	
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.
4.1 Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	
4.2 Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	
4.3 Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	
4.4 Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	
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.
5.1 Develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess learning.	
5.2 Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.	
5.3 Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	
5.4 Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	
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.
6.1 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs.	
6.2 Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	
6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice.	
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.
7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	
7.2 Understand implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	
7.3 Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	
7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice.	