

Australian Professional Standards for Teachers (APST)

Standards at the Proficient Teacher level

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know learners 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
<p>1.1 Physical, social and intellectual development and characteristics of learners</p> <p>Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.</p>	<p>2.1 Content and teaching strategies of the teaching area(s)</p> <p>Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.</p>	<p>3.1 Establish challenging learning goals</p> <p>Set explicit, challenging and achievable learning goals for all learners.</p>	<p>4.1 Support participation of learners</p> <p>Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.</p>	<p>5.1 Assess learning</p> <p>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.</p>	<p>6.1 Identify and plan professional learning needs</p> <p>Use the APST and advice from colleagues to identify and plan professional learning needs.</p>	<p>7.1 Meet professional ethics and responsibilities</p> <p>Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.</p>
<p>1.2 Understand how learners learn</p> <p>Structure teaching programs using research and collegial advice about learning.</p>	<p>2.2 Content selection and organisation</p> <p>Organise content into coherent, well-sequenced learning and teaching programs.</p>	<p>3.2 Plan, structure and sequence learning programs</p> <p>Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.</p>	<p>4.2 Manage learning and teaching activities</p> <p>Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.</p>	<p>5.2 Provide feedback to learners about their learning</p> <p>Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.</p>	<p>6.2 Engage in professional learning and improve practice</p> <p>Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.</p>	<p>7.2 Comply with legislative, administrative and organisational requirements</p> <p>Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>
<p>1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	<p>2.3 Curriculum, assessment and reporting</p> <p>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p>	<p>3.3 Use teaching strategies</p> <p>Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.</p>	<p>4.3 Manage challenging behaviour</p> <p>Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.</p>	<p>5.3 Make consistent and comparable judgements</p> <p>Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.</p>	<p>6.3 Engage with colleagues and improve practice</p> <p>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>	<p>7.3 Engage with parents / carers</p> <p>Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.</p>
<p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners</p> <p>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.</p>	<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<p>3.4 Select and use resources</p> <p>Select and / or create and use a range of resources, including ICT, to engage learners in their learning.</p>	<p>4.4 Maintain safety of learners</p> <p>Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.</p>	<p>5.4 Interpret data from learners</p> <p>Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.</p>	<p>6.4 Apply professional learning and improve learning (of learners)</p> <p>Undertake professional learning programs designed to address identified needs of learners.</p>	<p>7.4 Engage with professional teaching networks and broader communities</p> <p>Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>
<p>1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities</p> <p>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.</p>	<p>2.5 Literacy and numeracy strategies</p> <p>Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p>	<p>3.5 Use effective communication (with learners)</p> <p>Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.</p>	<p>4.5 Use ICT safely, responsibly and ethically</p> <p>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<p>5.5 Report on achievement of learners</p> <p>Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.</p>		
<p>1.6 Strategies to support full participation of learners with disability</p> <p>Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.</p>	<p>2.6 Information and Communication Technology (ICT)</p> <p>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>	<p>3.6 Evaluate and improve teaching programs</p> <p>Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.</p>				
		<p>3.7 Engage parents / carers in the educative process</p> <p>Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.</p>				

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