

Mapping the Highly Accomplished career stage

Australian Professional Standards for Teachers

STANDARD 1 – Know the students and how they learn	STANDARD 2 – Know the content and how to teach it	STANDARD 3 – Plan for and implement effective teaching and learning	STANDARD 4 – Create and maintain supportive and safe learning environments	STANDARD 5 – Assess, provide feedback and report on student learning	STANDARD 6 – Engage in professional learning	STANDARD 7 – Engage professionally with colleagues, parents/carers and the community
1.1 - Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	2.1 – Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	3.1 – Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	4.1 – Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	5.1 – Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	6.1 – Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	7.1 – Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.
1.2 - Expand understanding of how students learn using research and workplace knowledge.	2.2 – Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	3.2 – Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	4.2 – Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	5.2 – Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	6.2 – Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	7.2 – Support colleagues to review and interpret legislative, administrative and organisational requirements, policies and processes.
1.3 – Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	2.3 – Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	3.3 – Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	4.3 – Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	5.3 – Organise assessment moderation activities that support consistent and comparable judgements of student learning.	6.3 – Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	7.3 – Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.

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1.4 – Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	2.4 – Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	3.4 – Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	4.4 – Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	5.4 – Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	6.4 – Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	7.4 – Contribute to professional networks and associations and build productive links with the wider community to improve learning and teaching.
1.5 - Evaluate learning and teaching programs using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.	2.5 – Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement.	3.5 – Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement.	4.5 – Model, and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	5.5 – Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.		
1.6 – Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	2.6 – Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	3.6 - Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.				
		3.7 – Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.				