

Domains of Teaching

The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains.

Professional Knowledge

Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach. Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.

Professional Practice

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.

They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

Professional Engagement

Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually.

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning.

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.

Graduate Teachers

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards.

On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies to create rapport with students and manage student behaviour. They know how to support students' wellbeing and safety, working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

Australian Professional Standards for Teachers (Extract)

Graduate Career Stage



The Crucial Role of the Teacher

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. The *Australian Professional Standards for Teachers* (the Standards) reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on students, with broad consensus that teacher quality is the single most important in-school factor influencing student achievement. Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work and life.

'The greatest resource in Australian schools is our teachers. They account for the vast majority of expenditure in school education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy.'ⁱ

Internationally and locally, education systems are developing professional standards for teachers to attract, develop, recognise and retain quality teachers.

Professional Standards for Teachers

Developing professional standards for teachers that can guide professional learning, practice and engagement positively to the public standing of the profession. The key elements of quality teaching are described in the Standards. They articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead.

The Standards and their descriptors represent an analysis of effective, contemporary practice by teachers throughout Australia.

The Standards support the Melbourne Declaration, which describes aspirations for all young Australians for the next decade. This commits Australian Education Ministers to the specific educational goals that Australian schooling promotes equity and excellence and that all young Australians will become successful learners, confident and creative individuals, and active and informed citizens. 'All Australian governments, universities, school sectors and individual schools have a responsibility to work together to support high-quality teaching and school leadership, including by enhancing pre-service teacher education'.ⁱⁱ

Notes:

- i. B Jensen, What teachers want: Better teacher management, Melbourne, Grattan Institute, 2010, p. 5.
- ii. MCEETYA, Melbourne declaration on educational goals for young Australians, Melbourne, 2008.

Purpose of the Standards

The *Australian Professional Standards for Teachers* is a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public.

Teacher standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

The Standards could also be used as the basis for a professional accountability model, helping to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

The *Australian Professional Standards for Teachers* are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher's developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Graduate Standards underpin the accreditation of initial teacher education programs. Graduates from accredited programs qualify for registration in each state and territory.

The Proficient Standards underpin processes for full registration as a teacher and support the requirements of nationally consistent teacher registration.

The Standards at the career stages of Highly Accomplished and Lead will inform voluntary certification.

Focus Areas and Descriptors

The focus areas and descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.



The *Australian Professional Standards for Teachers* were endorsed by Australia's Education Ministers in December 2010 and released by Australian Institute for Teaching and School Leadership in February 2011.



Australian Professional Standards for Teachers (Extract) Graduate Career Stage

Graduate

	PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
	STANDARD 1 - Know 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
Focus	1.1 - Physical, social and intellectual development and characteristics of students	2.1 - Content and teaching strategies of the teaching area	3.1 - Establish challenging learning goals	4.1 - Support student participation	5.1 - Assess student learning	6.1 - Identify and plan professional learning needs	7.1 - Meet professional ethics and responsibilities
Descriptor	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Identify strategies to support inclusive student participation and engagement in classroom activities.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
Focus	1.2 - Understand how students learn	2.2 - Content selection and organisation	3.2 - Plan, structure and sequence learning programs	4.2 - Manage classroom activities	5.2 - Provide feedback to students on their learning	6.2 - Engage in professional learning and improve practice	7.2 - Comply with legislative, administrative and organisational requirements
Descriptor	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Organise content into an effective learning and teaching sequence.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Demonstrate the capacity to organise classroom activities and provide clear directions.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Understand the relevant and appropriate sources of professional learning for teachers.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
Focus	1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	2.3 - Curriculum, assessment and reporting	3.3 - Use teaching strategies	4.3 - Manage challenging behaviour	5.3 - Make consistent and comparable judgements	6.3 - Engage with colleagues and improve practice	7.3 - Engage with the parents/carers
Descriptor	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Include a range of teaching strategies.	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
Focus	1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students	2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	3.4 - Select and use resources	4.4 - Maintain student safety	5.4 - Interpret student data	6.4 - Apply professional learning and improve student learning	7.4 - Engage with professional teaching networks and broader communities
Descriptor	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.	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Focus	1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities	2.5 - Literacy and numeracy strategies	3.5 - Use effective classroom communication	4.5 - Use ICT safely, responsibly and ethically	5.5 - Report on student achievement		
Descriptor	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	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.	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.		
Focus	1.6 - Strategies to support full participation of students with disability	2.6 - Information and Communication Technology (ICT)	3.6 - Evaluate and improve teaching programs				
Descriptor	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.				
Focus			3.7 - Engage parents/carers in the educative process				
Descriptor			Describe a broad range of strategies for involving parents/carers in the educative process.				



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