

Professional Capabilities mapped to the descriptors of the Australian Professional Standards for Teachers

Highly Accomplished Teacher Capabilities

Lead Teacher Capabilities

Professional Knowledge Standards 1 & 2

PK 1: Maximises learning opportunities for all students by understanding their individual needs, backgrounds, and characteristics (differentiation).
1.1,1.2,1.3,1.4,1.5,1.6

PK 1: Initiates and leads activities inside and/or outside the school that focus on improving educational opportunities for all students.
1.1, 1.2, 1.3, 1.4, 1.5, 1.6

PK 2: Demonstrates in depth knowledge of subjects and/or curriculum content within their sphere of responsibility.
2.1, 2.2, 2.3

PK 2: Establishes inclusive learning environments that meet the needs of all students from different backgrounds.
1.1, 1.3, 1.4, 1.6

PK 3: Initiates and engages in discussions, and supports colleagues to implement effective strategies to improve outcomes for all students.
1.3, 1.4, 2.1, 2.4, 2.5

PK 3: Delivers effective lessons and learning opportunities using in-depth knowledge and skills and shares this with colleagues.
2.1, 2.4, 2.5, 2.6

PK 4: Keeps abreast of latest developments in their specialist content areas or across the range of content areas.
1.2, 2.1, 2.2, 2.3, 2.5

PK 4: Engages in analysis of current research on effective teaching and learning and applies this to their practice.
1.2, 2.1, 2.5

PK 5: Supports colleagues to develop and implement engaging learning and teaching programs that cater for all students.
1.5, 1.6, 2.1, 2.3, 2.4

PK 5: Leads processes to evaluate the effectiveness of differentiated learning programs.
1.2, 1.3, 1.5, 1.6, 2.1,

PK 6: Models high level skills and knowledge of current ICTs and works with colleagues to improve practice to engage students.
2.6

PK 6: Demonstrates comprehensive content knowledge within their teaching area/s.
2.1, 2.2, 2.3, 2.5

Professional Practice Standards 3, 4 & 5

PP 1: Highly effective and skilled practitioner.
3.1, 3.3, 3.7, 4.1, 4.2, 4.3, 5.1, 5.2

PP 1: Demonstrates consistent, innovative and exemplary teaching practice, including the delivery of effective feedback to students about their learning.
3.1, 3.2, 3.4, 5.2

PP 2: Works with colleagues to plan, evaluate and modify teaching programs to improve student learning.
3.2, 3.6, 5.4

PP 2: Seeks to improve own and colleagues' practice by expanding their repertoire of teaching strategies.
3.2, 3.3, 3.4, 3.5, 4.1

PP 3: Models sound teaching practices in their teaching area/s.
4.1, 4.2, 4.5

PP 3: Demonstrates skills in mentoring teaching colleagues.
3.1, 3.2, 3.3, 3.4, 3.5, 4.1,4.2, 4.3, 4.4, 5.2

PP 4: Provides colleagues support and strategies to create safe, positive, and productive learning environments.
4.1, 4.2, 4.3, 4.4, 4.5

PP 4: Demonstrates facilitation of learning environments where all students are supported to take responsibility for their own learning.
3.1, 4.1, 4.2, 4.3

PP 5: Works to improve own practice and practice of colleagues.
3.3, 3.4, 3.5, 5.4

PP 5: Leads processes to evaluate and revise programs using analysis of student assessment data and feedback from parents/carers.
3.2, 3.6, 3.7, 5.1, 5.3, 5.4, 5.5

PP 6: Analyses student assessment data to improve teaching and learning.
3.6, 5.3, 5.4, 5.5

PP 6: Leads colleagues in selecting, creating, and evaluating resources, including ICT.
3.4, 4.5

PP 7: Demonstrates a comprehensive range of assessment and feedback strategies on student learning.
5.1, 5.2, 5.3, 5.5

PP 8: Plans for and implements effective teaching and learning programs that engage all students.
3.2, 3.3, 3.4, 3.5

Professional Engagement Standards 6 & 7

PE 1: Maintains high ethical standards and exercises sound judgements.
7.1

PE 1: Recognised and respected by colleagues, parents/carers and the community as an exemplary teacher.
7.1, 7.3

PE 2: Active and knowledgeable member of the school community.
7.1, 7.2, 7.4

PE 2: Demonstrates skills in mentoring preservice teachers (for consideration where applicable).
6.1, 6.2

PE 3: Active in supporting and/or guiding the professional learning and practice for themselves and their colleagues.
6.1, 6.2,6.3, 6.4

PE 3: Professional, ethical, and respected representative of their school and the wider teaching profession.
6.3, 7.1, 7.2, 7.4

PE 4: Monitors own professional learning needs and aligns these to learning needs of students.
6.1, 6.2,6.3, 6.4

PE 4: Plans and leads professional learning programs that address professional learning needs of colleagues.
6.1, 6.2, 6.3, 6.4, 7.4

PE 5: Actively engages and communicates with parents/carers about student learning and wellbeing.
7.3

PE 5: Participates in, and applies, high quality professional learning that focuses on improved student outcomes for all students.
6.3, 6.4

PE 6: Contributes to professional networks and associations.
6.3, 7.4