

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
<p>1.1 - Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</p>	<p>2.1 - Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</p>	<p>3.1 - Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</p>	<p>4.1 - Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</p>	<p>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.</p>	<p>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 preservice teachers to improve classroom practice.</p>	<p>7.1 - Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.</p>
<p>1.2 - Expand understanding of how students learn using research and workplace knowledge.</p>	<p>2.2 - Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.</p>	<p>3.2 - Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</p>	<p>4.2 - Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</p>	<p>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.</p>	<p>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 preservice teachers where applicable.</p>	<p>7.2 - Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.</p>
<p>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.</p>	<p>2.3 - Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</p>	<p>3.3 - Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p>	<p>4.3 - Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</p>	<p>5.3 - Organise assessment moderation activities that support consistent and comparable judgements of student learning.</p>	<p>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.</p>	<p>7.3 - Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.</p>
<p>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.</p>	<p>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.</p>	<p>3.4 - Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</p>	<p>4.4 - Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.</p>	<p>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.</p>	<p>6.4 - Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.</p>	<p>7.4 - Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.</p>
<p>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.</p>	<p>2.5 - Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.</p>	<p>3.5 - Assist colleagues to select a wide range of verbal and nonverbal communication strategies to support students' understanding, engagement and achievement.</p>	<p>4.5 - Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<p>5.5 - Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.</p>		
<p>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.</p>	<p>2.6 - Model highlevel teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</p>	<p>3.6 - Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.</p>				
		<p>3.7 - Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p>				