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| Australian Professional Standards for Teachers |
|  | OB 1 | OB 2 | OB 3 | PLJ | EV | EV | EV | EV | EV | EV | EV | EV | EV | EV | /x/?\* | Comment |
| Professional Knowledge | 1 Know students and how they learn |
| 1.1 | Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.2 | Structure teaching programs using research and collegial advice about how students learn. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.3 | Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.4 | 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 students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.5 | Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.6 | Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 Know the content and how to teach it |
| 2.1 | Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2 | Organise content into coherent, well-sequenced learning and teaching programs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.3 | Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.4 | Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.5 | Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.6 | Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Professional Practice  | 3 Plan for and implement effective teaching and learning |
| 3.1 | Set explicit, challenging and achievable learning goals for all students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2 | Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.3 | Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.4 | Select and/or create and use a range of resources, including ICT, to engage students in their learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.5 | Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.6 | Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.7 | Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 Create and maintain supportive and safe learning environments |
| 4.1 | Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.2 | Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.3 | Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.4 | Ensure students’ well-being and safety within school by implementing school and/ or system, curriculum and legislative requirements. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.5 | Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**\*NB:**

** = annotation and evidence satisfactory to support claim to proficiency for this descriptor**

**X = annotation and evidence NOT satisfactory/NOT evident to support claim to proficiency for this descriptor**

**? = annotation and/or evidence incomplete/partially satisfactory to support claim to proficiency for this descriptor**

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| Professional Practice (Cont) | 5 Assess, provide feedback and report on student learning |
| 5.1 | Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.2 | Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.3 | Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.4 | Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.5 | Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Professional Engagement | 6 Engage in professional learning |
| 6.1 | Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.2 | Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.3 | Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.4 | Undertake professional learning programs designed to address identified student learning needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 Engage professionally with colleagues, parents/carers and the community |
| 7.1 | Meet codes of ethics and conduct established by regulatory authorities, systems and schools. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.2 | Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.3 | Establish and maintain respectful collaborative relationships with parents/ carers regarding their children’s learning and wellbeing. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.4 | Participate in professional and community networks and forums to broaden knowledge and improve practice. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Feedback on Audit from Workplace/Assessment Panel for: \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Dated:**

**General comments:**

**Meets requirements?** YES / NOT YET (Delete One)

**Action Required:**

***(e.g.*** *Re-submission of those elements not yet at the required standard following**some revision to ensure the remaining Standard Descriptors are accounted for. The re-submission is to be checked by your P-f M and then provided to your Panel Chair by the negotiated deadline of : .)*

Specific aspects requiring attention:

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| --- | --- |
| Classroom Observations |  |
| Professional Learning Journal: |  |
| Evidence from teaching: |  |
| Specific Standards/Descriptors not accounted for: |  |
| Annotation: |  |
| Organisation: |  |

**NOTE:** it is *not a requirement* that this tool is used by Panels. It is provided to assist them in preparing their Panel Report/Recommendation for the applicant (Section 2 of the Application Form for CoRC). *This document is fully editable*.