



Professional Teaching Standards ACT Preschool Teachers

Element 1: Teachers know their key learning area content and how to teach that content to their students

| Aspect | Graduate Teacher | Proficient Teacher | Experienced Teacher | Professional Excellence | Professional Leadership |
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| Knowledge of key learning area content | 1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the key learning areas. | 1.2.1 Apply and use knowledge of the key learning areas through effective, content-rich teaching activities and experiences and units/projects relevant to the age group taught. | 1.1 Demonstrate consistently the incorporation of content/discipline(s) into content rich learning activities, experiences and units/projects relevant to needs of the age group taught. | 1.3.1 Exhibit and share comprehensive knowledge of the key learning area content/discipline with other teachers to develop exemplary, content-rich teaching activities, experiences and units/projects. | 1.4.1 Initiate or lead the development of policies, curriculum frameworks and processes that advance students' learning through the use of high-level knowledge of the key learning areas taught. |
| Knowledge of pedagogy | 1.1.2 Demonstrate research-based knowledge of the pedagogies of the key learning areas taught. | 1.2.2 Apply research-based, practical and theoretical knowledge of the pedagogies of the content/disciplines taught to meet learning needs of students. | 1.2 Select and use a broad range of pedagogies that support the learning needs of each student and extend and enrich their learning experience. | 1.3.2 Mentor colleagues to ensure that classroom units/projects and teaching strategies are pedagogically sound and research-based. | 1.4.2 Initiate or lead the development of pedagogically-sound, research-based and effective policies, units/projects and processes. |
| Knowledge of ACT curriculum requirements | 1.1.3 Design and implement lesson sequences using knowledge of the ACT curriculum framework and school based curriculum framework or other curriculum requirements of the Education Act. | 1.2.3 Design and implement contextually relevant teaching and learning units/ projects using knowledge of the ACT curriculum frameworks and school based curriculum or other curriculum requirements of the Education Act. | 1.3 Design and implement high quality units of work/teaching and learning activities that are contextually relevant to the students and address the ACT curriculum framework and school based curriculum or other curriculum requirements of the Education Act. | 1.3.3 Assist and advise on the implementation of contextually relevant, high quality teaching and learning units/projects and activities using expert knowledge of the ACT curriculum framework and school based curriculum or other curriculum requirements of the Education Act. | 1.4.3 Evaluate existing teaching and learning units/projects and lead further development by using expert knowledge of ACT curriculum frameworks and school based curriculum or other curriculum requirements of the Education Act. |

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| Knowledge of information and communication technologies (ICT) | <p>1.1.4 Demonstrate current knowledge and proficiency in the use of the following:</p> <ul style="list-style-type: none"> ▪ Basic operational skills ▪ Information technology skills ▪ Software evaluation skills ▪ Effective use of the Internet ▪ Pedagogical skills for classroom management. | <p>1.2.4 Apply current knowledge and skills in the use of ICT in the classroom to meet syllabus outcomes in the following:</p> <ul style="list-style-type: none"> ▪ Basic operational skills ▪ Information technology skills ▪ Software evaluation skills ▪ Effective use of the Internet ▪ Pedagogical skills for classroom management. | <p>1.4 Demonstrate use of a range of ICT applications that assist students to meet curriculum frameworks and further develop their knowledge about and skills in the following:</p> <ul style="list-style-type: none"> ▪ Operational skills when using a range of software ▪ Effective use of the Internet ▪ ICT and research skills appropriate to the curriculum <p>And demonstrate skills in software evaluation and the selection of pedagogical strategies for incorporating ICT into teaching and learning.</p> | <p>1.3.4 Exhibit and share current skills in the use of ICT in the classroom to meet ACT curriculum framework and school based curriculum in the following:</p> <ul style="list-style-type: none"> ▪ Operational skills ▪ Information technology skills ▪ Software evaluation skills ▪ Effective use of the Internet ▪ Pedagogical skills for classroom management. | <p>1.4.4 Initiate or lead the implementation of policies and processes to integrate ICT into the learning environment.</p> |

Element 2: Teachers know their students and how they learn

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| Knowledge of and respect for the diverse social, cultural, ethnic and religious backgrounds of students, and the effect of these factors on learning | 2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. | 2.2.1 Apply knowledge of the impact of social, ethnic, cultural and religious background factors to meet the learning needs of all students. | 2.1 Understand and use information about the backgrounds of students such as social, ethnic, cultural and religious factors when planning and implementing units/courses to provide contextually relevant learning to meet the needs of all the students. | 2.3.1 Exhibit and share theoretical and practical knowledge of the effects of social, ethnic, cultural and religious background factors to meet the learning needs of all students. | 2.4.1 Use expert theoretical knowledge of student diversity to develop effective and practical policies, units/projects and teaching strategies that address students' social, ethnic, cultural and religious backgrounds. |
| Knowledge of the physical, social and intellectual developmental characteristics of the age group(s) of students | 2.1.2 Demonstrate knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns. | 2.2.2 Apply knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns. | 2.2 Assess students' stages of intellectual development and physical or social development, identify exceptions to the general pattern within a classroom and use the information to create effective teaching and learning. | 2.3.2 Exhibit and share theoretical and practical knowledge of typical stages of students' physical, social and intellectual development, as well as an awareness of exceptions to general patterns. | 2.4.2 Monitor and evaluate teaching and learning using expert knowledge of typical stages of students' physical, social and intellectual development, as well as an awareness of exceptions to general patterns. |
| Knowledge of students' varied approaches to learning | 2.1.3 Demonstrate knowledge of students' different approaches to learning. | 2.2.3 Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student learning outcomes. | 2.3 Design a range of learning experiences based on knowledge and understanding of students' different learning approaches that have the potential to result in the enhancement of student outcomes. | 2.3.3 Share practical and theoretical knowledge of the different approaches to learning to enhance student learning outcomes. | 2.4.3 Evaluate and monitor teaching and learning by using expert knowledge of the different approaches to learning to enhance student learning outcomes. |

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| Knowledge of how students' skills, interests and prior achievements affect learning | 2.1.4 Demonstrate knowledge and understanding of students' skills, interests and prior achievements and their impact on learning. | 2.2.4 Apply knowledge and understanding of students' skills, interests and prior achievements and their impact on learning. | 2.4 Create learning activities based on information gained about students' prior achievements, skills or interests. | 2.3.4 Exhibit and facilitate the sharing of knowledge and understanding of the skills, interests and prior achievements of students and the impact of these factors for learning. | 2.4.4 Evaluate and monitor teaching and learning practices by using expert knowledge of the value and significance of the skills, interests and prior achievements of students. |
| Knowledge of strategies for addressing student needs | 2.1.5 Demonstrate knowledge and understanding of specific strategies for teaching: <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. | 2.2.5 Demonstrate the capacity to apply effective strategies for teaching: <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. | 2.5 Use research based information to implement effective strategies for teaching all students such as: <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islanders ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. | 2.3.5 As appropriate, provide informed advice and support to colleagues in the design of effective strategies for teaching: <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. | 2.4.5 As appropriate, evaluate and monitor the implementation of effective policies and processes for teaching: <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. |

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| | <p>2.1.6 Demonstrate knowledge of a range of literacy strategies to meet the needs of all students, including:</p> <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. | <p>2.2.6 Apply a range of literacy strategies to meet the needs of all students, including:</p> <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. | <p>2.6 Use research based information to implement a range of effective literacy strategies to meet the needs of all students, such as:</p> <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islanders ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. | <p>2.3.6 Provide advice and support to colleagues to implement a range of literacy strategies to meet the needs of all students, including:</p> <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. | <p>2.4.6 Evaluate and monitor the implementation of effective literacy strategies to meet the needs of all students, including:</p> <ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander students ▪ Students with Special Education Needs ▪ Non-English Speaking Background students ▪ Students with Challenging Behaviours. |

Element 3: Teachers plan, assess and report for effective learning

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| Planning Teaching and learning goals | 3.1.1 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation. | 3.2.1 Identify and articulate clear learning goals that reflect important conceptual understandings of the content/discipline taught. | 3.1 Demonstrate consistently the articulation of clear learning goals in teaching and learning programs and student activities that reflect the knowledge, skills and values of the content/discipline taught. | 3.3.1 Set challenging learning goals for all students, and assist other teachers to develop and articulate clear and valuable learning goals. | 3.4.1 Use high-level practical and theoretical knowledge to establish challenging learning goals to inform teaching and learning programs for all students. |
| Units/projects | 3.1.2 Plan and implement coherent lessons and units/projects that are designed to engage students and address their learning outcomes. | 3.2.2 Design and implement coherent, well structured lessons and units/projects that engage students and enhance student learning outcomes. | 3.2 Demonstrate, implement and evaluate coherent, well structured lessons and units/projects that engage a diverse group/cohort of students and enhance their learning. | 3.3.2 Advise and assist colleagues to design and implement high-quality teaching and learning units/projects that enhance learning outcomes through innovative, engaging learning opportunities. | 3.4.2 Initiate or lead processes to develop exemplary teaching and learning programs to enhance learning outcomes. |
| Selection and organisation of content | 3.1.3 Select and organise key learning area/content in logical, sequential and structured ways to address student learning outcomes. | 3.2.3 Select and organise content/concept or skill in structured teaching and learning programs that reflect sound knowledge of key learning area content/skill or concept taught. | 3.3 Demonstrate the appropriateness of the selection and organisation of content/concept or skill so that it reflects a comprehensive understanding of the key learning area content/concept or skill, its structure and sequence in such a way as to improve student learning. | 3.3.3 Assist colleagues to apply high-level theoretical and practical knowledge of teaching and learning practices to organise key learning area content in logical and structured ways as appropriate to learning goals. | 3.4.3 Lead and advise colleagues to select and organise key learning area content by using high-level knowledge of key learning area content and expert teaching and learning practices. |

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| Selection, development and use of materials and resources | 3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning. | 3.2.4 Select, develop and use a variety of appropriate resources and materials that engage students and support their learning. | 3.4 Analyse the resources and materials used in units/projects in terms of their variety, appropriateness and ability to engage students. | 3.3.4 Advise and assist colleagues to use, select and develop resources and materials to engage students' learning. | 3.4.4 Initiate or lead the identification, development, acquisition and allocation of teaching resources to maximise student learning. |
| Assessment Linking assessment to learning | 3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes. | 3.2.5 Use a broad range of effective strategies to assess student achievement of learning outcomes. | 3.5 Use an extensive range of effective formative and summative strategies to assess student achievement of learning outcomes. | 3.3.5 Design and use highly effective assessment strategies that link to the learning outcomes articulated in curriculum documents. | 3.4.5 Use specialist knowledge in the area of student assessment to lead and inform planning and program development. |
| | 3.1.6 Demonstrate knowledge of the link between learning outcomes and assessment strategies. | 3.2.6 Communicate to students the link between their achievements and the learning outcomes. | 3.6 Assist students to identify and articulate the link between their achievements and the learning outcomes. | 3.3.6 Advise and assist colleagues in the planning and use of effective assessment strategies designed to meet ACT curriculum framework and the school based curriculum framework. | 3.4.6 Manage the evaluation of assessment policies and strategies to ensure consistency across the school in meeting, systemic and/or school requirements. |
| Providing feedback to students | 3.1.7 Give helpful and timely feedback to students. | 3.2.7 Provide timely, effective and consistent oral or visual feedback to students to encourage them to reflect on and monitor their learning. | 3.7 Provide timely, informative or al or visual feedback relative to the units/projects and regular opportunities for students to monitor and reflect on their progress in relation to learning outcomes. | 3.3.7 Model effective and consistent oral and visual feedback to ensure that reflection and encouragement are integral to all students' learning. | 3.4.7 Evaluate and monitor the effectiveness of student feedback mechanisms across the school. |
| Assessment Monitoring of students' progress and record keeping | 3.1.8 Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students' progress. | 3.2.8 Use and maintain effective and efficient record-keeping systems to monitor students' learning progress. | 3.8 Continue to use and maintain effective and efficient record-keeping systems to monitor students' learning progress. | 3.3.8 Advise and assist colleagues to design, use and maintain effective and efficient record-keeping systems that monitor students' learning progress. | 3.4.8 Lead the high-level analysis of student progress through the application of record-keeping systems. |

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| Reporting | 3.1.9 Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers. | 3.2.9 Report effectively to students, parents and caregivers about student learning. | 3.9 Provide effective reports to students, parents and caregivers about student learning. | 3.3.9 Advise and assist colleagues to develop policies, guidelines and reporting systems that comply with and respond to changes in school based policies. | 3.4.9 Evaluate and monitor the extent to which school reporting and accountability mechanisms (a) comply with and respond to changes in systemic and/or school based policies and (b) meet the information needs of students, parents and caregivers. |
| Program evaluation | 3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning. | 3.2.10 Use student portfolios or work samples or records of conversations to evaluate teaching and learning units/projects and inform further planning. | 3.10 Use student portfolios or work samples or records of conversations as well as practical and theoretical knowledge of curriculum frameworks and assessment to evaluate teaching and learning programs. | 3.3.10 Advise and assist colleagues to use the results of student assessments as well as practical and theoretical knowledge of ACT curriculum framework and the school based curriculum to evaluate units/projects. | 3.4.10 Integrate an analysis of student assessment results into overall program evaluation to improve units/projects. |

Element 4: Teachers communicate effectively with their students

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| Effective communication and classroom discussion | 4.1.1 Communicate clear directions to students about learning goals. | 4.2.1 Explain goals, content, concepts and ideas clearly and accurately and demonstrate skills clearly to the students. | 4.1 Use a variety of strategies to explain goals, concepts and ideas and demonstrate skills clearly and accurately to students. | 4.3.1 Select and use effective forms of explanation to support student understanding of their learning goals. | 4.4.1 Model and communicate the most appropriate forms of explanation among staff to maximise understanding of the learning goals for students. |
| | 4.1.2 Demonstrate a range of questioning techniques designed to support student learning. | 4.2.2 Use questions and classroom discussion effectively to probe students' understanding of the content. | 4.2 Use a range of questions and discussion strategies for a variety of purposes including probing, and enhancing students' understanding of content and concepts. | 4.3.2 Use effective questioning techniques to engage students in lively, sustained discussion structured around key content and ideas. | 4.4.2 Build communication and classroom discussion skills among staff through collaborative programs and strategies, including team teaching and classroom observations. |
| | 4.1.3 Listen to students and engage them in classroom discussion. | 4.2.3 Respond to student discussion to promote learning and encourage other students to contribute. | 4.3 Respond to student discussion using a number of strategies that are inclusive of other students to develop a range of ideas and perspectives on the subject under discussion. | 4.3.3 Engage students in discussion that enables them to synthesise a range of views and ideas to develop deeper understandings and different viewpoints. | 4.4.3 Model exemplary discussion techniques for colleagues and assist them to develop their own skills and knowledge in this area. |
| Student grouping | 4.1.4 Use student group structures as appropriate to address teaching and learning goals. | 4.2.4 Design and facilitate a variety of purposeful group structures that facilitate student engagement to make content meaningful. | 4.4 Design and facilitate a wide variety of purposeful group structures based on the identified learning outcomes that enhance student engagement and assist the students to make meaning of the content. | 4.3.4 Assist colleagues to design and facilitate a wide variety of purposeful group structures that support student engagement to make content meaningful. | 4.4.4 Use theoretical and practical expertise in the area of student group management to lead and inform planning to enhance student learning. |

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| Teaching strategies | 4.1.5 Use a range of teaching strategies and resources, including ICT and other technologies, to foster interest and support learning. | 4.2.5 Create, select and use a variety of appropriate teaching strategies and resources, including ICT and other technologies, to make content meaningful to students. | 4.5 Research, create, select and use a wide variety of teaching strategies, a stimulating classroom environment, scaffolds and displays of students work samples and resources, including ICT and other technologies, together with a range of appropriate classroom organisational structures to make content meaningful. | 4.3.5 Assist colleagues to create, select and use a repertoire of teaching strategies and resources, including ICT and other technologies, to make content meaningful to individuals or groups of students. | 4.4.5 Mentor teachers through sharing ideas about the creation, selection and use of appropriate teaching strategies and resources, including ICT and other technologies, to make content meaningful to individuals or groups of students. |

Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

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| Create an environment of respect and rapport | 5.1.1 Demonstrate a variety of strategies to develop rapport with all students. | 5.2.1 Maintain consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another. | 5.1 Model and implement strategies for students that promote consistent, fair and equitable interactions between students to promote respect and an appreciation of others. | 5.3.1 Model for colleagues inclusive strategies that ensure students are valued and treated with respect. | 5.4.1 Use expert theoretical and practical knowledge to promote and lead the development of contextually relevant, inclusive teaching strategies. |
| | 5.1.2 Establish supportive learning environments where students feel safe to risk full participation. | 5.2.2 Ensure equitable student participation in activities/experiences by establishing safe and supportive learning environments. | 5.2 Implement a range of teaching and learning strategies that promote equitable student participation in the classroom and take account of students' backgrounds and experiences. | 5.3.2 Model and share with colleagues teaching and learning practices that value students experiences, including their home culture. | 5.4.2 Evaluate and monitor teaching and learning practices to ensure students' experiences, including their home culture, are valued and respected. |
| Establish a climate where learning is valued and students' ideas are respected | 5.1.3 Demonstrate strategies to create a positive environment supporting student effort and learning. | 5.2.3 Implement strategies to establish a positive environment supporting student effort and learning. | 5.3 Implement a range of strategies that promote a positive and stimulating learning environment that encourages student effort, participation, success, open-mindedness and curiosity. | 5.3.3 Assist colleagues to develop positive learning environments that encompass open-mindedness, curiosity and honesty. | 5.4.3 Promote and model to colleagues classroom strategies that emphasise student commitment to learning. |
| Manage classroom activities smoothly and efficiently | 5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities. | 5.2.4 Establish orderly and workable learning routines that develop independence and maximise learning time. | 5.4 Implement a range of effective and manageable classroom routines that support students to maximise the use of classroom time for learning. | 5.3.4 Employ a variety of classroom management strategies to maximise the use of classroom time for productive learning. | 5.4.4 Promote and model classroom strategies that maximise student learning. |

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| Manage student behaviour and promote student responsibility for learning | 5.1.5 Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom. | 5.2.5 Manage student behaviour through engaging students in purposeful and worthwhile learning experiences. | 5.5 Promote positive student behaviour by engaging students in contextually relevant, cognitively challenging and meaningful learning activities that involve students taking responsibility for their learning and conduct. | 5.3.5 Develop, apply and share with others a flexible repertoire of strategies for managing student behaviour and promoting student responsibility for learning and for appropriate conduct. | 5.4.5 Initiate strategies and lead others in designing responses to managing challenging student behaviours. |
| | 5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline. | 5.2.6 Handle classroom discipline problems quickly, fairly and respectfully. | 5.6 Respond to classroom discipline situations using a range of strategies that are respectful to all students and promote a positive and safe learning environment. | 5.3.6 Use expert knowledge of student behaviour management to develop and share with colleagues a flexible repertoire of classroom management strategies. | 5.4.6 Provide leadership and encouragement to colleagues in support of innovation to broaden the range of behaviour management strategies. |
| Assure the safety of students | 5.1.7 Understand specific requirements for ensuring student safety in schools. | 5.2.7 Apply specific requirements to ensure student safety in classrooms. | 5.7 Model and implement strategies that promote students' understanding and use of safe working practices to ensure student safety. | 5.3.7 Assist in the development and implementation of safe working practices to ensure student safety. | 5.4.7 Undertake analyses to ensure the safety of students in the school is not compromised. |

Element 6: Teachers continually improve their professional knowledge and practice

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| Capacity to analyse and reflect on practice | 6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice. | 6.2.1 Reflect critically on teaching and learning practice to enhance student learning outcomes. | 6.1 Reflect on teaching practices on a regular basis and use the reflections to inform future practice that may result in further enhancement of student learning outcomes. | 6.3.1 Model effective practices for systematically analysing and reflecting on individual teaching practice in relation to student learning outcomes. | 6.4.1 Consistently, systematically and critically review all aspects of practice to improve student learning. |
| Engagement in personal and collegial professional development | 6.1.2 Demonstrate knowledge of the professional standards and its impact on the professional life of a teacher. | 6.2.2 Use the professional standards to identify personal professional development needs and plan accordingly. | 6.2 Use the Professional Teaching Standards to reflect on current practice, identify areas for professional development and determine the impact on one's practice. | 6.3.2 Assist colleagues to identify and implement strategies to address their professional learning needs based on the professional standards. | 6.4.2 Evaluate and address the professional learning needs of colleagues with reference to the professional standards. |
| | 6.1.3 Demonstrate knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth. | 6.2.3 Engage in professional development to extend and refine teaching and learning practices. | 6.3 Identify, participate in and evaluate a range of professional development experiences designed to enhance knowledge of subject/content and classroom skills. | 6.3.3 Assist colleagues to plan their professional development to enhance knowledge of key learning area and classroom skills. | 6.4.3 Identify, promote and evaluate personal professional development opportunities for colleagues to ensure engagement in purposeful and ongoing professional learning. |
| Capacity to contribute to a professional community | 6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context. | 6.2.4 Work productively and openly with colleagues in reviewing teaching strategies and refining professional knowledge and practice. | 6.4 As a team leader work productively with colleagues in reviewing teaching strategies and refining professional knowledge. | 6.3.4 Model collegial practices for evaluating and sharing best practice in teaching strategies and professional knowledge and practice. | 6.4.4 Critically review research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise. |

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| | 6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. | 6.2.5 Accept and offer constructive feedback to support a professional learning community. | 6.5 Work in partnership with other teachers to develop a professional learning community that values and accepts constructive feedback. | 6.3.5 Create and utilise networks to support constructive professional discussion. | 6.4.5 Initiate or lead strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement. |
| | 6.1.6 Prepare for and contribute to discussions about the teaching profession or key learning area/content. | 6.2.6 Participate constructively in formal and informal professional discussions with colleagues. | 6.6 Initiate and participate constructively in formal and informal professional interactions with colleagues that support ongoing professional development and learning. | 6.3.6 Actively utilise and maintain professional networks such as professional associations to access information that supports professional learning. | 6.4.6 Organise, promote and deliver professional development through participation in professional networks or associations. |
| | 6.1.7 Explore educational ideas and issues through research. | 6.2.7 Demonstrate a commitment to continuous professional learning by exploring educational ideas, issues and research. | 6.7 Undertake ongoing and sustained professional learning to maintain current educational research and ideas in the areas of effective teaching, learning and assessment practices. | 6.3.7 Build sustained contributions to developing effective teaching, curriculum, and assessment practices by accessing and critiquing relevant research. | 6.4.7 Take a leadership role in professional networks or associations and enhance the professional learning of teachers. |
| | 6.1.8 Recognise the range of policy documents that teachers in ACT may need to comply with following employment in a school. | 6.2.8 Demonstrate knowledge of the application of relevant policy documents in schools. | 6.8 Reflect on and discuss with colleagues the implications of implementing relevant policy documents in schools. | 6.3.8 Assist and advise colleagues in the formation of effective school policy and practice. | 6.4.8 Make significant contributions to educational policy and practice at the school and in wider professional contexts. |

Element 7: Teachers are actively engaged members of their profession and the wider community

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| Communicating with parents and caregivers | 7.1.1 Demonstrate the capacity to communicate effectively with parents and caregivers. | 7.2.1 Communicate regularly and effectively with parents, caregivers and colleagues about students' learning and wellbeing. | 7.1 Initiate communication with colleagues, parents or caregivers using school procedures to promote students' learning, academic and pastoral wellbeing. | 7.3.1 Develop and implement communication strategies that foster positive school-community relationships. | 7.4.1 Initiate processes to identify, understand and address parent and caregiver concerns about student learning and curriculum content. |
| | 7.1.2 Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents and caregivers. | 7.2.2 Demonstrate empathy and understanding in all communication, including reporting student achievement to parents and caregivers. | 7.2 Demonstrate sensitivity, empathy, understanding and respect in all communication relating to student academic and pastoral achievements. | 7.3.2 Monitor and evaluate the effectiveness of communication between school and home. | 7.4.2 Initiate processes to establish two-way communication with parents and caregivers about school issues and student learning. |
| Engaging parents and caregivers in the educative process | 7.1.3 Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement. | 7.2.3 Provide opportunities for parents and caregivers to be involved in student learning where appropriate. | 7.3 Initiate opportunities for parents and caregivers to be involved either at school or at home in student learning where possible and appropriate. | 7.3.3 Regularly provide opportunities for parents and caregivers to be involved in teaching and learning to support their children's learning where appropriate. | 7.4.3 Draw upon the wider community for resources and materials to increase the relevance of teaching and learning across the school. |

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| Contributing to the school and wider community | 7.1.4 Demonstrate the capacity to work effectively with external professionals, teachers' assistants and community-based personnel to enhance student learning opportunities. | 7.2.4 Interact and network with colleagues and community stakeholders in educational forums. | 7.4 Initiate, maintain contact and where possible develop mutually beneficial relationships with colleagues and community stakeholders. | 7.3.4 Provide opportunities for the development of quality relationships between students, colleagues and the community. | 7.4.4 Take a leadership role in enhancing teacher knowledge and understanding about the school and local community. |
| Professional ethics and conduct | 7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights. | 7.2.5 Demonstrate ethical behaviour by respecting the privacy of students and confidentiality of student information. | 7.5 Demonstrate ethical behaviour in relationships with the educational community and maintain privacy of colleagues and students and confidentiality of school information. | 7.3.5 Ensure that all contact with the educational and wider community is professional and ethical. | 7.4.5 Articulate and model ethical behaviour in all professional communication, particularly in relation to confidentiality of student information. |
| | 7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community. | 7.2.6 Present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community. | 7.6 Conduct activities that involve communication and interaction with parents, caregivers, colleagues, industry and the local community in a professional and considered manner. | 7.3.6 Model and present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community. | 7.4.6 Take a leadership role in presenting a positive image of the school in all communication and interactions with parents, caregivers, colleagues, industry and the local community. |

Professional Excellence only

Element 8: Teachers actively support the ethos and values of the school

| Aspect | Professional Excellence |
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| Knowledge | 8.1 Teachers know and understand the ethos and values of the school. |
| Incorporating into practice | 8.2 Teachers embody the ethos and values of the school in their classroom practice, embody them in fulfilling their roles within the school and in communication with the wider community. |
| Supporting others | 8.3 Teachers assist, advise and mentor others within the school community to support and sustain the ethos and values of the school. |
| Promotion | 8.4 Teachers actively promote the ethos and values of the school in the wider community. |
| Current initiatives | 8.5 Teachers advocate for current initiatives within the school and wider community that express the ethos and values of the school. |
| Action research | 8.6 Teachers devise, develop and implement initiatives, either individually or as part of a team, that are consistent with the school's strategic plan, within the school and wider community that support the ethos and values of the school. |