**Mapping Evidence | Brainstorm**

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| **Focus** | **Highly Accomplished** | **Lead** | **Evidence: D**ocumentary | **R**eferee | **O**bserver |
| What have I ***done***? | What ***could*** I do? |
| Physical, social and intellectual development and characteristics of students | 1.1.3 Select from a flexible effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. | 1.1.4 Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students. |  |  |
| Understand how students learn | 1.2.3 Expand understanding of how students learn using research and workplace knowledge | 1.2.4 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. |  |  |
| Students with diverse linguistic, cultural, religious and socioeconomic backgrounds | 1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | 1.3.4 Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds. |  |  |
| Strategies for teaching Aboriginal and Torres Strait Islander students | 1.4.3 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. | 1.4.4 Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers. |  |  |
| Differentiate teaching to meet the specific learning needs of students across the full range of abilities | 1.5.3 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. | 1.5.4 Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. |  |  |
| Strategies to support full participation of students with disability | 1.6.3 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. | 1.6.4 Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies. |  |  |

 **Standard 1 – Know students and how they learn**