Australian Professional Standards for Teachers - *Proficient*

**Performance and Development 🞄 Teacher Practice Reflection Matrix**

| **Code** | **Standards and Descriptors** | **Demonstrated**  **Could** provide  evidence  of this descriptor *now* | **Demonstrated**  Could **NOT** provide evidence of this  descriptor *now* | **Working**  **towards**  **Could** help to develop  **PDP goal** |
| --- | --- | --- | --- | --- |
| **1** | **Know students and how they learn** |  |  |  |
| **1.1.2** | Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning. |  |  |  |
| **1.2.3** | Structure teaching programs using research and collegial advice about how students learn. |  |  |  |
| **1.3.2** | Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. |  |  |  |
| **1.4.2** | 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. |  |  |  |
| **1.5.2** | Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities. |  |  |  |
| **1.6.2** | 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** |  |  |  |
| **2.1.2** | Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities. |  |  |  |
| **2.2.2** | Organise content into coherent, well-sequenced learning and teaching programs. |  |  |  |
| **2.3.2** | Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. |  |  |  |
| **2.4.2** | Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |  |  |  |
| **2.5.2** | Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement. |  |  |  |
| **2.6.2** | Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. |  |  |  |
| **3** | **Plan for and implement effective teaching and learning** |  |  |  |
| **3.1.2** | Set explicit, challenging and achievable learning goals for all students. |  |  |  |
| **3.2.2** | Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. |  |  |  |
| **3.3.2** | Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. |  |  |  |
| **3.4.2** | Select and/or create and use a range of resources, including ICT, to engage students in their learning. |  |  |  |
| **3.5.2** | Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement. |  |  |  |
| **3.6.2** | Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. |  |  |  |
| **3.7.2** | Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children’s learning. |  |  |  |
| **4** | **Create and maintain supporting and safe learning environments** |  |  |  |
| **4.1.2** | Establish and implement inclusive and positive interactions to engage and support all students in classroom activities |  |  |  |
| **4.2.2** | Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. |  |  |  |
| **4.3.2** | Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully. |  |  |  |
| **4.4.2** | Ensure students’ wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. |  |  |  |
| **4.5.2** | Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. |  |  |  |
| **5** | **Assess, provide feedback and report on student learning** |  |  |  |
| **5.1.2** | Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. |  |  |  |
| **5.2.2** | Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. |  |  |  |
| **5.3.2** | Understand and participate in assessment moderation activities to support consistent and comparable judgments of student learning. |  |  |  |
| **5.4.2** | Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. |  |  |  |
| **5.5.2** | Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records. |  |  |  |
| **6** | **Engage in professional learning** |  |  |  |
| **6.1.2** | Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs. |  |  |  |
| **6.2.2** | Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. |  |  |  |
| **6.3.2** | Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. |  |  |  |
| **6.4.2** | Undertake professional learning programs designed to address identified student learning needs. |  |  |  |
| **7** | **Engage professionally with colleagues, parents/carers and the community** |  |  |  |
| **7.1.2** | Meet codes of ethics and conduct established by regulatory authorities, systems and schools. |  |  |  |
| **7.2.2** | Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. |  |  |  |
| **7.3.2** | Establish and maintain respectful collaborative relationships with parents/ carers regarding their children’s learning and well- being. |  |  |  |
| **7.4.2** | Participate in professional and community networks and forums to broaden knowledge and improve practice. |  |  |  |