

### Report from Employing Principal – Statement of Employee Meeting the Standards

This report is to confirm that (Full name of registered teacher and TRB No.) \_\_\_\_\_  
has met the Australian Professional Standards for Proficient Teachers

Australian Professional Standard for Proficient Teachers			Principal's Judgement	Principal to Comment (This Section <u>must</u> be completed)
Professional Knowledge	1	Know students and how they learn	Meets Standard Does not meet Standard	
	2	Know the content and how to teach it	Meets Standard Does not meet Standard	
Professional Practice	3	Plan for and implement effective teaching and learning	Meets Standard Does not meet Standard	
	4	Create and maintain supportive and safe learning environments	Meets Standard Does not meet Standard	
	5	Assess, provide feedback and report on student learning	Meets Standard Does not meet Standard	
Professional Engagement	6	Engage in professional learning	Meets Standard Does not meet Standard	
	7	Engage professionally with colleagues, parents/carers and the community	Meets Standard Does not meet Standard	

Name of Principal	School	TRB No.	Signature of Principal	Date Recommendation Made	Date Employment commenced

## Australian Professional Standards for Proficient Teachers

Professional Knowledge	Know students and how they learn	<p><b>1.1 Physical, social and intellectual development and characteristics of students</b> Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning</p> <p><b>1.2 Understand how students learn</b> Structure teaching programs using research and collegial advice about how students learn</p> <p><b>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b> Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p><b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b> 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</p> <p><b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b> Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities</p> <p><b>1.6 Strategies to support full participation of students with disability</b> Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements</p>
	Know the content and how to teach it	<p><b>2.1 Content and teaching strategies of the teaching area</b> Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities</p> <p><b>2.2 Content selection and organisation</b> Organise content into coherent, well-sequenced learning and teaching programs</p> <p><b>2.3 Curriculum, assessment and reporting</b> Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p> <p><b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b> Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p><b>2.5 Literacy and numeracy strategies</b> Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement</p> <p><b>2.6 Information and Communication Technology (ICT)</b> Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful</p>
Professional Practice	Plan for and implement effective teaching and learning	<p><b>3.1 Establish challenging learning goals</b> Set explicit, challenging and achievable learning goals for all students</p> <p><b>3.2 Plan, structure and sequence learning programs</b> Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning</p> <p><b>3.3 Use teaching strategies</b> <b>Select</b> and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking</p> <p><b>3.4 Select and use resources</b> Select and/or create and use a range of resources, including ICT, to engage students in their learning</p> <p><b>3.5 Use effective classroom communication</b> Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement</p> <p><b>3.6 Evaluate and improve teaching programs</b> Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning</p> <p><b>3.7 Engage parents/ carers in the educative process</b> Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.</p>
	Create and maintain supportive and safe learning environments	<p><b>4.1 Support student participation</b> Establish and implement inclusive and positive interactions to engage and support all students in classroom activities</p> <p><b>4.2 Manage classroom activities</b> Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks</p> <p><b>4.3 Manage challenging behaviour</b> Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully</p> <p><b>4.4 Maintain student safety</b> Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.</p> <p><b>4.5 Use ICT safely, responsibly and ethically</b> Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching</p>
	Assess, provide feedback and report on student learning	<p><b>5.1 Assess student learning</b> Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning</p> <p><b>5.2 Provide feedback to students on their learning</b> Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals</p> <p><b>5.3 Make consistent and comparable judgements</b> Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning</p> <p><b>5.4 Interpret student data</b> Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice</p> <p><b>5.5 Report on student achievement</b> Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable record</p>
Professional Engagement	Engage in professional learning	<p><b>6.1 Identify and plan professional learning needs</b> Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs</p> <p><b>6.2 Engage in professional learning and improve practice</b> Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p> <p><b>6.3 Engage with colleagues and improve practice</b> Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice</p> <p><b>6.4 Apply professional learning and improve student learning</b> Undertake professional learning programs designed to address identified student learning needs</p>
	Engage professionally with colleagues, parents & carers and the community	<p><b>7.1 Meet professional ethics and responsibilities</b> Meet codes of ethics and conduct established by regulatory authorities, systems and schools</p> <p><b>7.2 Comply with legislative, administrative and organisational requirements</b> Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes</p> <p><b>7.3 Engage with the parents/carers</b> Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing</p> <p><b>7.4 Engage with professional teaching networks and broader communities</b> Participate in professional and community networks and forums to broaden knowledge and improve practice</p>