

Report from Employing Principal – Statement of Competence

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 (must be completed)
Professional Knowledge	1	Know students and how they learn	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Does not meet Standard	
	2	Know the content and how to teach it	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Does not meet Standard	
Professional Practice	3	Plan for and implement effective teaching and learning	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Does not meet Standard	
	4	Create and maintain supportive and safe learning environments	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Does not meet Standard	
	5	Assess, provide feedback and report on student learning	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Does not meet Standard	
Professional Engagement	6	Engage in professional learning	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Does not meet Standard	
	7	Engage professionally with colleagues, parents/carers and the community	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Does not meet Standard	

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

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Australian Professional Standards for Proficient Teachers

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