

Lead teachers

Professional Knowledge (Lead teachers)

Standard 1 - Know students and how they learn

Focus areas

1.1 Physical, social and intellectual development and characteristics of students

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.

1.2 Understand how students learn

Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

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.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

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.

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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.

1.6 Strategies to support full participation of students with disability

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 2 - Know the content and how to teach it

Focus areas

2.1 Content and teaching strategies of the teaching area

Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

2.5 Literacy and numeracy strategies

Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.

2.2 Content selection and organisation

Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

2.6 Information and Communication Technology (ICT)

Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

2.3 Curriculum, assessment and reporting

Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Professional Practice (Lead teachers)

Standard 3 - Plan for and implement effective teaching and learning

Focus areas

3.1 Establish challenging learning goals

Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.

3.2 Plan, structure and sequence learning programs

Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

3.3 Use teaching strategies

Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.

3.4 Select and use resources

Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

3.5 Use effective classroom communication

Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

3.6 Evaluate and improve teaching programs

Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.

3.7 Engage parents/ carers in the educative process

Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

Standard 4 - Create and maintain supportive and safe learning environments

Focus areas

4.1 Support student participation

Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.

4.2 Manage classroom activities

Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

4.3 Manage challenging behaviour

Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

4.4 Maintain student safety

Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

4.5 Use ICT safely, responsibly and ethically

Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5 - Assess, provide feedback and report on student learning

Focus areas

5.1 Assess student learning

Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.

5.2 Provide feedback to students on their learning

Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

5.3 Make consistent and comparable judgements

Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

5.4 Interpret student data

Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

5.5 Report on student achievement

Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Professional Engagement (Lead teachers)

Standard 6 - Engage in professional learning

Focus areas

6.1 Identify and plan professional learning needs

Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

6.2 Engage in professional learning and improve practice

Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

6.3 Engage with colleagues and improve practice

Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

6.4 Apply professional learning and improve student learning

Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Standard 7 - Engage professionally with colleagues, parents/carers and the community

Focus areas

7.1 Meet professional ethics and responsibilities

Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

7.2 Comply with legislative, administrative and organisational requirements

Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

7.3 Engage with the parents/carers

Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

7.4 Engage with professional teaching networks and broader communities

Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.