

Proficient Teacher Standards | Hawker Brownlow



Hawker Brownlow Professional Learning Solutions is endorsed as a provider of Quality Teaching Council (QTC) Registered Professional Development by BOSTES. If you are working towards or are currently accredited at the Proficient Teacher level a selection of our events and sessions can count towards your PD hours.

Standard Description		Focus	
Standard 1	1.1.2	Use teaching based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Physical, social and intellectual development and characteristics of students
	1.2.2	Structure teaching programs using research and collegial advice about how students learn.	Understanding 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 socio-economic backgrounds.	Students with 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.	Strategies for teaching 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.	Differentiate teaching 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.	Strategies to support full participation of students with disabilities
Standard 2	2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Content and teaching strategies of the teaching area
	2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.	Content selection and organisation
	2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Curriculum, assessment and reporting
	2.4.2	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
	2.5.2	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Literacy and numeracy strategies
	2.6.2	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Information and communication Technology (ICT)
Standard 3	3.1.2	Set explicit, challenging and achievable learning goals for all students.	Establish challenging learning goals
	3.2.2	Plan and implement well structures learning and teaching programs or lesson sequences that engage students and promote learning.	Plan, structure and sequence learning programs
	3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.	Use teaching strategies
	3.4.2	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Select and use resources
	3.5.2	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Use effective classroom communication
	3.6.2	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Evaluate and improve teaching programs
	3.7.2	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Engage parents/carers in the educative process

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Standard 4	4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Support student participation
	4.2.2	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Manage classroom activities
	4.3.2	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Manage challenging behaviour
	4.4.2	Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.	Maintain student safety
	4.5.2	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Use ICT safely, responsibly and ethically
Standard 5	5.1.2	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Assess student learning
	5.2.2	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Provide feedback to students on their learning
	5.3.2	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Make consistent and comparable judgements
	5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Interpret student data
	5.5.2	Report clearly, accurately and respectfully to students and parents/carers about student achievement making use of accurate and reliable records.	Report on student achievement
Standard 6	6.1.2	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	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.	Engage in professional learning and improve practice
	6.3.2	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Engage with colleagues and improve practice
	6.4.2	Undertake professional learning programs designed to address identified student learning needs.	Apply professional learning and improve student learning
Standard 7	7.1.2	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Meet professional ethics and responsibilities
	7.2.2	Understand the implications of and comply with relevant legislative, administrative and organisational and professional requirements, policies and processes.	Comply with legislatives, administrative and organisational requirements
	7.3.2	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.	Engage with the parents/carers
	7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Engage with professional teaching networks and broader communities