## Capacity Matrix Australian Professional Standards for Teachers

#### (Source: Australian Institute for Teaching & School Leadership)

| Leaner’s Name Date updated: | | | | | | |
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| AIM | Capacity | Information | Knowledge | Know-How | Wisdom | **Evidence of Learning**  **3-D Portfolio** |
| **Standard 1 - Professional Knowledge Know the students and how they learn** | 1.1 The physical, social, intellectual development and characteristics of students |  |  |  |  |  |
| 1.2 How students learn and the implications for teaching |  |  |  |  |  |
| 1.3 Teaching strategies responsive to the learning strengths and needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds |  |  |  |  |  |
| 1.4 Teaching strategies responsive to the learning strengths and needs of Aboriginal and Torres Strait Islander students |  |  |  |  |  |
| 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities |  |  |  |  |  |
| 1.6 Legislative requirements and teaching strategies that support the full participation of students with disability |  |  |  |  |  |
| **Standard 2 – Professional Knowledge Know about the content and how  to teach it** | 2.1 Concepts, substance and structure of the content and teaching strategies of the teaching area |  |  |  |  |  |
| 2.2 Select and organise content for effective learning and teaching |  |  |  |  |  |
| 2.3 Use curriculum, assessment and reporting to design learning sequences and lesson plans |  |  |  |  |  |
| 2.4 Aboriginal and Torres Strait Islander histories, cultures and languages to promote reconciliation between Indigenous and non-Indigenous Australians |  |  |  |  |  |
| 2.5 Teaching strategies for literacy and numeracy |  |  |  |  |  |
| 2.6 Teaching strategies for Information and Communication Technology (ICT) to expand curriculum learning opportunities for students |  |  |  |  |  |

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| **Standard 3 -Professional Practice Plan for and implement effective teaching** | 3.1 Establish challenging, achievable learning goals for students of varying abilities and characteristics |  |  |  |  |  |
| 3.2 Plan, structure and sequence learning programs |  |  |  |  |  |
| 3.3 Teaching strategies to develop knowledge, skills, problem solving, critical and creative thinking |  |  |  |  |  |
| 3.4 Use a range of resources including ICT, that engage students in their learning |  |  |  |  |  |
| 3.5 Use a range of effective verbal and non-verbal classroom communication strategies to support student engagement. |  |  |  |  |  |
| 3.6 Evaluate and improve teaching programs |  |  |  |  |  |
| 3.7 Engage parents and carers in the educative process |  |  |  |  |  |
| **Standard 4 - Professional Practice Create for and maintain supportive and  safe learning environments** | 4.1 Support student participation and engagement in classroom activities |  |  |  |  |  |
| 4.2 Manage purposeful engaging classroom activities |  |  |  |  |  |
| 4.3 Manage challenging student behaviour |  |  |  |  |  |
| 4.4 Maintain students’ well-being and safety working within school and/or system, curriculum and legislative requirements |  |  |  |  |  |
| 4.5 Use ICT safely, responsibly and ethically |  |  |  |  |  |
| **Standard 5 - Professional Practice -Assess, provide feedback and report on student learning** | 5.1 Use informal, formal, diagnostic, formative and summative approaches to assess student learning |  |  |  |  |  |
| 5.2 Provide feedback to students on their learning |  |  |  |  |  |
| 5.3 Moderate and apply assessment to support consistent and comparable judgements of student learning |  |  |  |  |  |
| 5.4 Use of student assessment data to analyse and evaluate student understanding of subject/content, and to identify interventions and modify teaching practice |  |  |  |  |  |
| 5.5 Report to students and parents/carers and keeping accurate, informative, timely and reliable accounatbility records of student achievement |  |  |  |  |  |

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| **Standard 6 - Professional Engagement - Engage in professional learning** | 6.1 Use of the National Professional Standards for Teachers to identify and plan for professional learning |  |  |  |  |  |
| 6.2 Source and participate in relevant and appropriate professional learning for teachers to improve practice |  |  |  |  |  |
| 6.3 Apply constructive feedback and engage in dialogue with supervisors and colleagues to improve teaching practice |  |  |  |  |  |
| 6.4 Apply continued professional learning to address identified student needs and improve learning |  |  |  |  |  |
| **Standard 7 - Professional Engagement- Engage professionally with parents  and carers** | 7.1 Apply the key principles described in codes of ethics and conduct for the teaching profession to meet professional ethics and responsibilities |  |  |  |  |  |
| 7.2 Comply with legislative, administrative and organisational policies and processes required for teachers |  |  |  |  |  |
| 7.3 Strategies for working effectively, sensitively and confidentially with parents/carers. |  |  |  |  |  |
| 7.4 Engage with external professionals and community representatives to broaden professional knowledge and practice |  |  |  |  |  |

## Legend

**Information** / **Graduate Teacher**:

* Describe, demonstrate knowledge and understanding
* Research, seek, identify, plan, design, organise
* Apply, implement, use appropriate differentiated teaching strategies
* Include, support.

**Knowledge** / **Proficient Teacher**:

* In-depth application of knowledge and understanding
* Design, develop, create, establish, structure, organise, plan
* Select, implement, apply, maintain effective strategies
* Provide opportunities
* Manage, incorporate, report, ensure, evaluate.

**Know-how /** **Highly Accomplished Teacher**

* Expand and use current, comprehensive knowledge and understanding using research and workplace experience
* Differentiate and select from an effective and comprehensive range of strategies
* Model and share high level teaching knowledge and practice
* Exhibit innovative practice
* Demonstrate flexible and effective strategies
* Provide advice and support colleague development
* Help and assist colleagues to create, select, plan and implement, access specialist knowledge and provide opportunities
* Develop and share teaching strategies and programs
* Evaluate and modify learning and teaching
* Initiate and take responsibility.

**Wisdom / Lead Teacher**

* Lead colleagues, processes, initiatives, strategies
* Use expert and comprehensive community knowledge and experience
* Review, evaluate and revise the effectiveness of strategies, policies and practices, and improve them
* Model and demonstrate exemplary teaching, ethical behaviour and practice
* Implement new policies and strategies
* Coordinate
* Advocate
* Develop, identify and build.
* Initiate and lead collaborative relationships
* Initiate professional dialogue.