

# Be You and the Australian Professional Standards for Graduate Teachers

The Be You Professional Learning aligns with the knowledge, skills and practices outlined in the following Australian Professional Standards for Graduate Teachers.



## Standard 1: Know students and how they learn

- 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
- 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

## Standard 2: Know the content and how to teach it

- 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

## Standard 3: Plan for and implement effective teaching and learning

- 3.7 Describe a broad range of strategies for involving parents/carers in the educative process.

## Standard 4: Create and maintain supportive and safe learning environments

- 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.
- 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
- 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

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

- 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
- 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.
- 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Australian Professional Standards for Graduate Teachers	Mentally Healthy Communities			Family Partnerships		Learning Resilience			Early Support			Responding Together			
	Understand	Connect	Include	Partner	Assist	Affirm	Embed	Empower	Notice	Inquire	Provide	Recognise	Respond	Natural disasters and other community trauma	Therapeutic storytelling
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.						●								●	
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			●												
1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.			●												
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			●												
3.7 Describe a broad range of strategies for involving parents/carers in the educative process.		●		●	●			●						●	
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.		●	●			●	●	●						●	●
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.							●		●	●	●				●
4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	●	●				●	●	●	●	●	●	●	●	●	●
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.									●	●	●	●	●		
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.		●		●	●		●	●	●	●	●	●	●	●	
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.		●						●	●	●	●	●	●		