



# Standard ONE

## Title

**Design and implement engaging and flexible learning experiences for individuals and groups**

## Scope

Teachers design and deliver learning experiences, for individuals and groups, that employ a range of developmentally appropriate and flexible teaching, learning and assessment strategies and resources in information and communication technology (ICT) enriched environments.

## Practice

**Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:**

- establish learning goals and develop and document learning plans that reflect relevant curriculum frameworks and school, authority and employers' policies, and effectively communicate these goals and plans to students, families, caregivers and other relevant parties
- select, develop and/or customise teaching and learning strategies and resources that meet specified learning goals and curriculum requirements and address students' prior learning, interests, learning needs and learning styles
- use teaching, learning and assessment strategies and resources in which ICT is embedded
- plan, implement and review learning experiences that incorporate a variety of flexible individual and group learning, teaching, assessment and behaviour management strategies
- gather and analyse relevant information from a range of sources (including student performance data and feedback from students, families, caregivers and support staff) to evaluate learning experiences, and use this information to improve teaching, learning and assessment strategies and resources.

## Knowledge

**Teachers know and understand:**

- the content, processes and skills of the areas they teach, and links across content areas
- the socially, culturally and historically constructed nature of knowledge
- ways of identifying learning goals and developing and documenting learning plans
- ways of gathering and using student information in the design of learning experiences
- relevant curriculum frameworks and school, authority and employers' policies and procedures relating to curriculum frameworks and program documents
- how students learn and the implications for practice relevant to early, middle and senior phases of learning
- ways of identifying, evaluating and selecting teaching, learning and assessment strategies, resources and technology
- effective teaching, learning and assessment strategies and resources where ICT is embedded
- individual learning needs of students including those with particular needs, such as students with disabilities and learning difficulties, and gifted students
- techniques for planning, negotiating and implementing the curriculum and evaluating learning experiences.

## Values

**Teachers are committed to:**

- working with young people and learners of all ages
- believing all students can learn and supporting them to achieve success
- articulating and generating enthusiasm for learning and modelling the skills of a lifelong learner
- making ICT integral to learning.