



Standard FOUR

Title

Design and implement learning experiences that value diversity

Scope

Teachers value, acknowledge and build on student and community diversity, know the diverse characteristics of the students they teach, and plan and implement learning experiences that are inclusive.

Practice

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

- develop understandings about the diverse characteristics and backgrounds of the students they teach, including their families, communities, culture, home language, skills, interests, learning strengths and weaknesses, individual learning needs and prior learning and achievements
- design, implement and review individual and group learning experiences that reflect knowledge of students, their families and communities, build on students' strengths, cater for diverse learning styles and take into account relevant issues and research on teaching and learning
- create learning environments in which individual and group differences are valued and respected and all students have equitable access to learning
- assess, select and use a range of individual and group teaching, learning, assessment and reporting strategies and resources that support learning for all students, including those with particular needs such as disabilities, learning difficulties and gifted students
- use pedagogical approaches that result in high levels of expectation and achievement by all students across all learning areas
- apply ICT to empower students with diverse backgrounds, characteristics and abilities and enable their learning
- work and communicate regularly with parents, caregivers and support personnel to support individual student learning
- review critically their strategies for responding to diversity and, where necessary, improve this aspect of professional practice.

Knowledge

Teachers know and understand:

- contemporary evidence-informed theories and research on teaching and learning
- factors such as socio-economic circumstances, location, gender, sexuality, ethnicity, culture, language, religious beliefs and individual needs and their impact on the world view of students
- Australian Indigenous culture and history
- different types of individual learning needs, including the particular needs of students with disabilities and learning difficulties and gifted students, and support services for such students
- pedagogical approaches that result in high levels of expectation and achievement by Indigenous students across all learning areas
- how to effectively use ICT to increase opportunities for learning and address the individual learning needs of students
- supports for and barriers to responding to diversity in school environments
- the negative impact of bias, prejudice and discrimination on students, families and communities
- cross-cultural sensitivities and perspectives.

Values

Teachers are committed to:

- valuing and responding positively to diversity
- having positive regard for and empathy and rapport with all students and their families, caregivers and communities
- recognising that student engagement and performance is influenced by multiple factors and that students bring particular talents and strengths to learning
- ensuring students have equity of access to the curriculum.