

APST descriptor reference

Plain-language summaries. Consult the linked official standards for the complete wording.

The final digit identifies career stage: 1 Graduate, 2 Proficient, 3 Highly Accomplished, 4 Lead.

A focus area changes across career stages. Codes are selected for their meaning, not automatically extended to every stage.

Focus area	Graduate	Proficient	Highly Accomplished	Lead
1.1 Student development and characteristics	1.1.1 Understand student development and its effects on learning.	1.1.2 Choose teaching approaches informed by students' development.	1.1.3 Draw flexibly on teaching approaches suited to students' development.	1.1.4 Guide colleagues in designing developmentally informed teaching approaches.
2.6 Technology in curriculum learning	2.6.1 Apply technology-based teaching approaches that extend curriculum learning.	2.6.2 Integrate technology meaningfully into teaching programs.	2.6.3 Model expertise and collaborate on meaningful technology-supported teaching.	2.6.4 Guide colleagues' technology choices and teaching approaches to extend learning.
3.3 Teaching approaches and thinking skills	3.3.1 Use varied approaches in teaching.	3.3.2 Select approaches that build knowledge, problem-solving and thinking skills.	3.3.3 Help colleagues apply approaches that build knowledge and thinking skills.	3.3.4 Review and extend colleagues' teaching approaches to strengthen student thinking.
4.1 Inclusive participation	4.1.1 Recognise ways to include students in classroom learning.	4.1.2 Use positive, inclusive interactions to involve every learner.	4.1.3 Demonstrate inclusion and help colleagues engage every learner.	4.1.4 Lead school-wide inclusion through modelling, review and new approaches.
4.4 Student wellbeing and safety	4.4.1 Explain wellbeing safeguards consistent with relevant rules and policies.	4.4.2 Put required wellbeing and safety arrangements into practice.	4.4.3 Initiate and take responsibility for implementing required student safeguards.	4.4.4 Evaluate safety and wellbeing arrangements and help colleagues update practice.
4.5 Responsible technology use	4.5.1 Understand technology risks and available safeguards for teaching.	4.5.2 Embed responsible, ethical technology-use strategies in teaching.	4.5.3 Model responsible technology use and help colleagues develop safeguards.	4.5.4 Review or introduce policies and approaches for responsible technology use.
6.2 Professional learning opportunities	6.2.1 Recognise suitable opportunities and sources for teacher learning.	6.2.2 Choose learning that responds to professional needs and school priorities.	6.2.3 Critique research, target development and support quality placements where applicable.	6.2.4 Build partnerships that extend development, research and pre-service learning opportunities.
6.3 Collegial dialogue and feedback	6.3.1 Request feedback and use it to refine teaching.	6.3.2 Discuss practice with colleagues and act on feedback.	6.3.3 Initiate discussions that evaluate practice and improve student outcomes.	6.3.4 Establish dialogue using feedback, research and practice to improve student outcomes.
7.2 Laws, policies and school obligations	7.2.1 Understand the rules and school processes relevant to teachers.	7.2.2 Understand and comply with applicable professional and organisational obligations.	7.2.3 Help colleagues interpret and review relevant rules and procedures.	7.2.4 Develop and implement processes that help colleagues meet professional obligations.

7.3 Relationships with parents and carers	7.3.1 Understand sensitive and confidential approaches to working with families.	7.3.2 Build respectful partnerships with families about learning and wellbeing.	7.3.3 Communicate responsively with families about their children's learning and wellbeing.	7.3.4 Create opportunities for family involvement in learning and school priorities.
7.4 Professional and community networks	7.4.1 Understand how outside expertise can enrich teachers' knowledge and practice.	7.4.2 Join professional or community forums to extend knowledge and practice.	7.4.3 Contribute to networks and build community connections that improve teaching/learning.	7.4.4 Lead networks and help colleagues access learning beyond their school.

Official standards sources

AITSL: full APST document	https://www.aitsl.edu.au/docs/default-source/general/teacher-standards.pdf?sfvrsn=5a1de33c_2
NESA: Graduate descriptors	https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/study-teaching/graduate-standard-descriptors
NESA: Proficient descriptors	https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors
NESA: Highly Accomplished	https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/halt-accreditation/highly-accomplished-teacher-standard-descriptors
NESA: Lead descriptors	https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/halt-accreditation/lead-teacher-standard-descriptors

Standards checked 7 October 2026. The session-to-standard links and application examples are interpretive mappings.