

## **Draft National Professional Standards for Teachers – Consultation**

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The most important school-based factor in improving outcomes for students is the quality of their teachers.

The 2003 *National Framework for Professional Standards for Teaching* was endorsed by Ministers as part of continuing efforts to define and promote quality teaching. The Framework provided an architecture within which generic, specialist and subject-area specific professional standards could be developed, and an organising structure which established, at a national level, the agreed foundational elements and dimensions of effective teaching.

In the context of the *Melbourne Declaration on Educational Goals for Young Australians*, the national Productivity Agenda and the collaborative COAG arrangements and agreements, and especially the National Partnership on Improving Teacher Quality, as well as the range of standards work done by professional associations, it is timely to update the 2003 Framework.

Work began in January 2009 to develop new national professional standards. Extensive work has been undertaken by specialist consultants and by an expert working group made up of representatives of government and non-government sectors from a majority of jurisdictions.

These new draft Standards have been informed by an analysis and review of the standards in use by teacher registration authorities, employers and professional associations. The development process drew on national agreements, extensive research and expert knowledge as well as an examination of the use of standards to inform professional development and provide an objective basis for assessing professional practice.

The draft Standards describe what is required of teachers at four levels of professional expertise - Graduate, Proficient, Highly Accomplished and Lead Teacher – across three domains: Professional Knowledge, Professional Practice and Professional Engagement. They make explicit, for those within and outside the profession, the knowledge, skills and dispositions required of teachers at each level.

The Standards are designed to provide a continuum of capabilities and expectations and a nationally consistent basis for valid, fair and reliable identification and recognition of those who meet the standards. These standards will also form the basis for accreditation of pre-service teacher education courses, initial teacher registration, and performance appraisal and professional accreditation of teachers at higher levels of professional expertise.

The next stage is consultation on the draft Standards.

Stakeholder consultations will be conducted within jurisdictions using the arrangements determined by jurisdictional authorities, major employing authorities and teacher regulatory authorities. The Australian Government will conduct consultations with national stakeholders.

Ministers are also seeking input from members of the profession and the wider education community. All feedback will be considered by an expert working group.

The public consultation process on the draft National Professional Standards for Teachers closes on **7 May 2010**.

## Details on invitation to make submissions on the draft National Professional Standards for Teachers

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Submissions are invited on the draft National Professional Standards for Teachers.

The draft Standards were developed through mapping and analysis of standards for teachers and school leaders in use by teacher registration and accreditation authorities, employers and professional associations in Australia, including extensive consultation with the profession and all jurisdictions. They also reference the Charter for the Australian Teaching Profession, which was developed by Teaching Australia after extensive national consultation.

The draft Standards describe what is required of teachers at four levels - Graduate, Proficient, Highly Accomplished and Lead – across three domains: professional knowledge, professional practice and professional engagement.

### Why comment?

All Australian Education Ministers are committed to the National Partnership on Improving Teacher Quality, of which the new national standards are an important part.

Public submissions are being invited so that the standards can benefit from the contributions of people and organisations with a broad range of expertise and experience across the education community. Your comments will contribute to developing the best national standards possible.

### How will my information be used?

All submissions will be considered to identify potential improvements to the final National Professional Standards for Teachers.

Submissions received by 7 May 2010 will be published after all submissions received have been reviewed. There are two exceptions to this general principle.

1. you can indicate on the “Response Form” that you wish your submission to remain confidential; and
2. if your submission contains information that may be (or may be perceived as) libellous, raises legal issues, or reflects adversely on another person it may be withheld from publication either wholly or in part at the Council’s discretion. In this circumstance, the Council may forward your submission onto another authority. This exemption is required because, unlike many parliamentary submission processes, the Council is not covered by parliamentary privilege.

The “Response Form” will also request contact details to enable staff supporting the Council to follow up any details regarding your submission. Your name or organisation will be identified when the submission is published, but other contact details provided by you on the “Response Form” will not be released.

### Making a submission

There is no set format or template for making a submission, noting that the ‘Response Form’ must be completed as the coversheet for all submissions.

However, to make submissions more useful it is suggested that:

1. the questions below be used as a guide to structuring a submission;
2. if the submission is more than a few pages long, you consider including a summary at the front; and

3. any sensitive material and confidential information is sent in a security appropriate medium (i.e. not via email).

The Council prefers electronic submissions compatible with Microsoft Word emailed to the address below. If this is not possible, submissions can be faxed or posted. Please type or write clearly in black ink on A4 paper.

It should also be noted that submissions published on the Council's website will be converted to pdf format and, therefore, may have a different appearance from the document that was submitted.

#### Questions to consider when making your submission

1. Does the preamble to the Standards give a clear picture of the context for the reason, use and purpose of the Standards?
2. Do the draft Standards describe a realistic and developmental teacher professional standards continuum?
3. Do the draft Standards reflect what you would expect teachers to know and be able to do for each of the four levels (graduate/proficient/highly accomplished and lead teachers)?
4. Are there other descriptors the draft Standards should include?
5. Remembering that there will be substantial support materials, will it be possible for educators to use the standards to evaluate teacher practice?
6. Any additional comments?

#### Due date for submissions

The public consultation process on the draft National Professional Standards for Teachers closes on **7 May 2010**. Emails, faxes and post (post marked on or before that date) will be accepted by the Council. However, if you are unable to meet this timeframe, special arrangements may be considered by contacting Madeleine Scully on (03) 9637 2024 before the due date. Any submissions received after 7 May 2010 for which special arrangements had not been agreed may not be considered, or published on the Council's website.

#### Where to send your submission

Please download the response form and forward to the MCEECDYA Secretariat by:

email (**preferred**) to [enquiries@mceecdya.edu.au](mailto:enquiries@mceecdya.edu.au)  
fax to (03) 9639 1790  
or by post marked to:

National Professional Standards for Teachers Consultation  
Ministerial Council for Education, Early Childhood Development and  
Youth Affairs,  
PO Box 202,  
Carlton South Victoria 3053

# RESPONSE FORM

## Submission on the draft *National Professional Standards for Teachers*

1. Are you making this submission on behalf of an organisation?  
Yes (complete questions 2a and 2b and then continue from question 4)  
No (continue from question 3)

2a. Organisation Name:

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2b. Submission authorised on behalf of the organisation by:

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3. Your name(s):

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4. Day time telephone contact number (please include area code):

( ) .....

5. Postal address:

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6. Submissions will normally be published. You can finish the response form here if you agree that your submission will be published. However, if you would like your submission to be confidential (i.e. not published), please complete the following:

I wish to make my submission in confidence:

(place an X in the box if you do NOT want your submission published)

The public consultation process on the draft Standards closes on **7 May 2010**.

Forward submissions to the MCEECDYA Secretariat by:

email (**preferred**) to [enquiries@mceecdya.edu.au](mailto:enquiries@mceecdya.edu.au)

fax to (03) 9639 1790

or by post marked to:

National Professional Standards for Teachers Consultation  
Ministerial Council for Education, Early Childhood Development and  
Youth Affairs,  
PO Box 202,  
Carlton South Victoria 3053.

*If you prefer not to provide your organisation's formatted response, a pro-forma is provided for your convenience to complete.*

**1. Does the preamble to the Standards give a clear picture of the context for the reason, use and purpose of the Standards?**

**2. Do the draft Standards describe a realistic and developmental teacher professional standards continuum?**

**3. Do the draft Standards reflect what you would expect teacher to know and be able to do for each of the four levels (graduate/proficient/highly accomplished and lead teachers)?**

**4. Are there other descriptors the draft Standards should include?**

**5. Remembering the there will be substantial support materials, will it be possible for educators to use the Standards to evaluate teacher practice?**

**6. Any additional comments?**

**National Professional Standards  
for Teachers**

**Draft  
12 February 2010**

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## **Acknowledgments**

This document was developed by the AEEYSOC National Standards Expert Working Group. The working group acknowledges the initial material provided by the Australian Council for Educational Research.

## Introduction

The most important school-based factor in improving outcomes for students is the quality of their teachers. The National Professional Standards for Teachers (the Standards) describe what teachers should know and be able to do at four levels of professional expertise: Graduate, Proficient, Highly Accomplished and Lead Teacher. The Standards make explicit, for those within and outside the profession, the knowledge, skills and dispositions required of teachers at each level.

Teacher quality is linked to continual professional learning and its application to teaching practice. These Standards provide a basis for planning professional learning that will increase teacher capacity over time.

The Standards align with the *Melbourne Declaration on Educational Goals for Young Australians*<sup>1</sup> and provide a platform for strategic action on teaching and learning policy at the national and state level. They enable teachers to reflect on their effectiveness, identify professional learning needs and determine career pathways.

The Standards were developed through mapping and analysis of standards for teachers and school leaders in use by teacher registration and accreditation authorities, employers and professional associations in Australia<sup>2</sup>. The process involved extensive consultation with the profession and all jurisdictions. The Standards also reference the *Charter for the Australian Teaching Profession*, which was developed by Teaching Australia after extensive national consultation (refer Appendix 1).

## Purpose

The Standards describe what is required of teachers at four levels - Graduate, Proficient, Highly Accomplished and Lead – and support the collective responsibility of the profession to ensure that those who teach have the essential knowledge and skills. By publicly articulating what is required of teachers at each level, they support improved access to quality teaching for all Australian students.

Grounded in research and knowledge of successful practice, the Standards provide a continuum of capabilities and expectations for teachers and affirm that teaching is a profession that supports, promotes and fosters learning. They encourage teachers to identify and engage in professional activities throughout their career that help them meet high professional standards and to focus their efforts on enhancing their students' learning.

This is a new national set of Standards which provides a structure within which professional associations can align their descriptions of teaching practice. It is expected that existing teaching standards, as well as future work in this area, will complement the capabilities described in these National Standards and provide further explication of what the standards look like for teachers working in different teaching contexts, phases of schooling and various disciplines.

The Standards provide a common language for professional dialogue between teachers, teacher educators, teacher organisations, professional associations and the public. They make explicit the skills, knowledge and practice for effective educators and capture key elements of teachers' work, reflecting their current and growing expertise, professional aspirations and achievements.

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<sup>1</sup> <http://www.achper.org.au/files/f/903/2.pdf>

<sup>2</sup> ACER (2009). *Phase 1 Mapping Report: An Analysis and Review of State and Territory Standards for competent, Accomplished and Leading Teachers and School Leaders*.

ACER (2008). *Mapping of the Common Substance of Graduate Teacher Standards Developed and Implemented by ATRA Members Against the MCEETYA Framework for Standards – Development of Graduate Teacher Standards Australia*.

The Standards establish the basis upon which to build a rigorous, profession-wide approach to identifying Graduate, Proficient, Highly Accomplished and Lead Teachers. They provide a transparent, objective, nationally consistent basis for the accreditation of pre-service teacher education courses, initial teacher registration, and performance appraisal and professional accreditation of teachers at higher levels of professional expertise during their career, as well as a nationally recognised and portable certification which will facilitate greater teacher mobility.

#### Organisation

The Standards are organised into three domains: professional knowledge, professional practice and professional engagement. Within the domains, standards identify the main components of what teachers know and can do. Descriptors elaborate on what the standards mean at each level of professional capability.

Domains		
PROFESSIONAL KNOWLEDGE	PROFESSIONAL PRACTICE	PROFESSIONAL ENGAGEMENT
Standards		
1. Know their students and how they learn	3. Plan for and implement effective teaching and learning	6. Engage in professional learning and reflection
2. Know the content and how to teach it	4. Create and maintain safe, and supportive learning environments	7. Contribute to the school and professional community
	5. Assess, provide feedback and report on student learning	
Descriptors		
Refer to standard at each level of proficiency		

**Table 1: Organisation of the Professional Teaching Standards**

## ***Domains of Teaching***

Teachers demonstrate standards across three domains that are interconnected, interdependent and overlapping. In practice, teaching activity draws on aspects of all three domains.

### **Professional Knowledge**

Teachers draw on a body of professional knowledge to respond to changing educational contexts and individual needs of students. Teachers know their students well, including the diverse social, cultural, ethnic, religious and special learning needs that influence teaching and learning. They know and value the importance of establishing close links between the school, home and community. Teachers know the characteristics of the physical, intellectual and emotional stages of development of students.

Teachers have knowledge and understanding of the fundamental ideas, principles, and structure of their subject/discipline and make links to other content areas.

They know effective pedagogies for teaching that content and understand how ICT can support and enhance student learning.

### **Professional Practice**

Teachers create a climate where learning is valued. They maintain safe, engaging and challenging environments for students. They operate effectively at all stages of the teaching and learning cycle, including: planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/caregivers. They use a range of teaching strategies and resources to maximise learning outcomes for their students.

Teachers analyse student performance and use it to evaluate and improve their practice.

Teachers are effective communicators with a repertoire of techniques to engage students, colleagues and parents.

### **Professional Engagement**

Teachers continuously reflect on, evaluate and improve their professional knowledge and practice. They engage in professional learning both individually and collegially to support and enhance their knowledge and practice.

They support the learning and wellbeing of students and colleagues by contributing to the school, wider school community and the profession.

## ***Standards***

Standards identify what teachers should know and be able to do. Teachers' demonstration of the standards will reflect their teaching context and environment and the learning requirements of the students they teach.

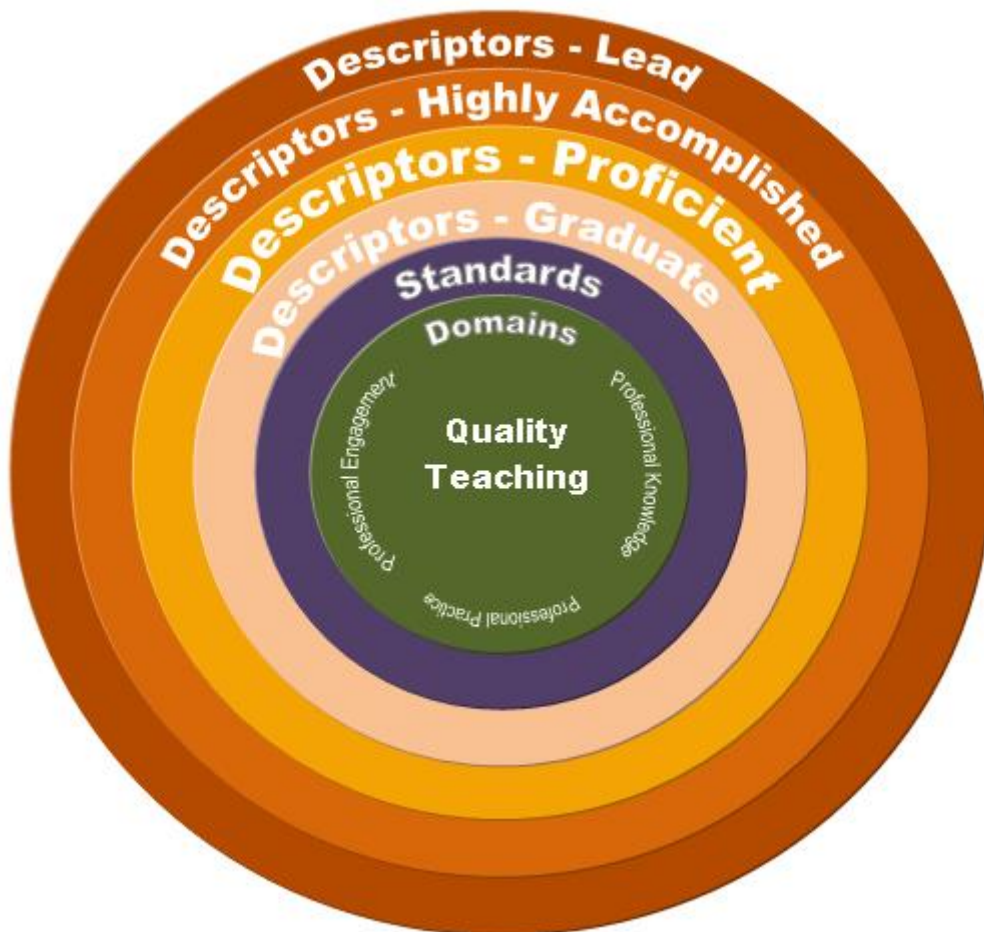
## ***Descriptors***

Descriptors are elaborations of each standard. They also provide a continuum of professional expertise throughout teachers' careers. They are identifiable components of standards. Together they describe how teachers can demonstrate each standard. They outline the professional actions teachers engage in as they apply their professional knowledge, skills and attributes to their specific contexts.

## ***Levels of professional capability***

Expertise in teaching develops with professional learning, feedback and reflection. Standards related to level of expertise articulate what the profession believes its members attain. Professional recognition and accreditation can provide powerful incentives for all teachers to engage in professional learning that will help them meet high teaching standards.

There are four levels of professional expertise that teachers can achieve and use as a basis to plan and evaluate their professional learning and practice. All teachers must demonstrate that they meet the standards at a Graduate and Proficient level. Teachers may achieve accreditation at Highly Accomplished and Lead Teacher levels.



**Figure 1: The National Professional Standards Framework**

### **Graduate Teachers**

Graduate Teachers have approved qualifications and have met all requirements for employment as provisionally registered teachers. They possess the knowledge, skills, values and attitudes to plan for and manage successful learning. They have high expectations of themselves as professional learners and of their students as learners.

Graduate Teachers have the commitment, enthusiasm and interpersonal attributes to assume a professional role within schools and the broader community, and to contribute to the operation of their school as a whole.

## **Proficient Teachers**

Proficient Teachers demonstrate professional knowledge, successful teaching practice and effective engagement with the profession. They meet the fundamental professional standards of the profession. They are members of a professional community and interact effectively with colleagues, students and parents/caregivers.

## **Highly Accomplished Teachers**

Highly Accomplished Teachers are recognised by others as accomplished because they have a detailed and continually developing knowledge of content, pedagogy and students and are able to apply this to maximise learning. They find ways to work collaboratively with their colleagues, parents and community groups and engage them in supporting student learning and well-being. They make a positive contribution to their professional community.

## **Lead Teachers**

Lead Teachers are outstanding teachers who have expert and current knowledge of content, pedagogy and factors that affect student learning and use it to enhance the quality of teaching and learning. They have professional and personal attributes that enable them to influence others to improve their practice. They successfully lead initiatives that make a positive contribution to the quality of teaching and learning and well-being in their schools and professional community. They foster and sustain a range of productive professional relationships.

## **Standard 1: Know their students and how they learn**

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
1.1	Know and understand the diversity of social and cultural backgrounds of students, including Indigenous students. They understand the effects these can have on student learning.	Know and understand the diversity of social and cultural backgrounds of their students, including Indigenous students, and know how to apply this to their students' learning.	Know theoretically and practically how students' social and cultural backgrounds, including Indigenous students, impact on their learning and how to take account of their students' background into their teaching. They know effective ways of sharing this with their colleagues.	Know how to gather knowledge of students' social and cultural background, including Indigenous students and use this discerningly in their practice. They know how to promote to colleagues, within and beyond the school, the importance of having a thorough theoretical and practical knowledge of how students' backgrounds impact on learning and support them to apply this in their teaching.
1.2	Know and understand the current research about student development and how students learn.	Know and understand research on how students learn, actively update their knowledge and know how to apply this to their teaching.	Know how to analyse current research about how students learn and apply relevant aspects to their teaching.	Know how to evaluate current research about how students learn and how to apply this research to their teaching. They know how to advise colleagues, within and beyond the school, how to incorporate this knowledge into their practice.
1.3	Know and understand the developmental characteristics of students (such as cognitive, social, emotional, physical and spiritual) and the implications of this knowledge for teaching and learning.	Know the developmental characteristics of their students and the implications of this knowledge for their teaching and student learning.	Know the developmental characteristics of students at different stages of schooling and how to identify and address the learning needs of their students operating at different stages of development.	Know the typical developmental characteristics of students, how to identify students operating at different stages and how to apply this knowledge to their practice. They know ways of sharing this knowledge effectively with colleagues.

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
1.4	Know strategies for determining students' prior learning, skills, interests and barriers to learning and understand how to use this knowledge when planning for teaching.	Know each student's current level of proficiency in the subject/s being taught, and in literacy, numeracy and ICT and the implications of this knowledge for their planning.	Know valid and reliable strategies to measure each student's current level of proficiency in the subject/s being taught, including literacy, numeracy and ICT and how to integrate this knowledge into their professional practice.	Know valid and reliable strategies to measure each student's current level of proficiency in the subject/s being taught, including literacy, numeracy and ICT and how to incorporate this knowledge in their practice. They initiate activities that bring colleagues, within and beyond the school, together to analyse their students' proficiency levels and consider the implications for their practice.
1.5	Know and understand the theoretical basis of how students develop literacy and numeracy and understand the supportive role of literacy and numeracy in underpinning student learning.	Know and understand the theoretical basis of how students develop literacy and numeracy and how to use this knowledge to support their students' learning.	Know and understand the theoretical basis of how students develop literacy and numeracy and how to apply this knowledge to promote their students' learning. They know how to support their colleagues to expand their knowledge and apply it to student learning.	Know in detail the theoretical and practical knowledge basis of how students develop literacy and numeracy and understand how to incorporate this into their practice to create more effective ways for their students to learn. They know how to lead change in this area with colleagues, within and beyond their school.
1.6	Are aware of and can address the learning needs of all students, including the needs of gifted and talented students and those with disabilities or who are disadvantaged.	Know and understand individual interests and learning needs of their students, including the needs of gifted and talented students and those with disabilities or who are disadvantaged. They know how to use this knowledge to select activities that will engage them in learning.	Know and understand how to determine the interests and learning needs of all their students, including the needs of gifted and talented students and those with disabilities and disadvantage. They know how to use this knowledge to construct programs that will engage and support their students in learning.	Know and understand a range of strategies for determining the interests and learning needs of students, including the needs of gifted and talented students and those with disabilities and disadvantage. They know how to use this knowledge to construct programs that will engage and support students in learning. They know how to promote the importance of this knowledge to colleagues within and beyond their school.

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

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
2.1	Know and understand content, processes, skills, subject specific literacy and language and key issues in the curriculum areas they will teach.	Know and understand the content, skills, pedagogy, subject specific literacy and language and key issues in the curriculum areas they teach.	Know and understand comprehensively the key concepts, content, skills, pedagogy, subject specific literacy and language and current issues in the curriculum areas they teach, and how to share such knowledge with other teachers.	Know and understand comprehensively the key concepts, content, skills, pedagogy, subject specific literacy and language and current issues in the curriculum areas they teach and how to influence and guide colleagues, within and beyond the school, to use this knowledge in their practice.
2.2	Know and understand how to select content appropriate to students' stages of development and proficiency in literacy and numeracy.	Know and understand how to select content appropriate to their students' stages of development and proficiency in literacy and numeracy and how to apply this knowledge to their planning.	Know how to critically select key concepts, content, skills and pedagogy appropriate to their students' stages of development, taking into account varying proficiency in literacy and numeracy, and how to use this knowledge to progress student learning.	Know how to critically select key concepts, content, skills and pedagogy appropriate to their students' stages of development and the content area/s being taught, taking into account varying proficiency in literacy and numeracy, to progress student learning. They know how to influence and guide colleagues in their selection of key concepts, content, skills and pedagogy during the planning process.
2.3	Know and understand current research on effective teaching for specific content. They know the typical difficulties students may encounter in learning this content.	Know and understand current research on effective pedagogical content knowledge to identify and address difficulties their students may encounter in learning the content.	Know and utilise current research on effective pedagogical content knowledge to identify and address difficulties their students may encounter and know how to share this with colleagues.	Know current research on effective pedagogical content knowledge and evidence from practice and use it to identify difficulties students may encounter. They know how to lead initiatives to address difficulties encountered by other teachers within and beyond the school.

	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
2.4	Know and understand how to communicate effectively with students to engage them with the content being taught.	Know and understand how to communicate with their students to promote understanding of the content being taught.	Know and understand a range of different communication strategies such as questioning, explanation and discussion to promote understanding of the content being taught. They model to colleagues their expertise in communicating content to students.	Know and understand a range of different communication strategies such as questioning, explanation and discussion to promote understanding of the content being taught. They know how to facilitate collegial learning in communicating content to students.
2.5	Know and understand how to organise and sequence the content, skills and concepts in ways that promote student learning.	Know how to organise and sequence the content, skills and concepts in ways that promote their students' learning.	Know how to select and sequence the concepts, content and skills in ways that promote their students' learning and link to the broader curriculum.	Know how to select and sequence the concepts, content and skills in ways that promote students' learning, and link this learning to the broader curriculum. They know how to use this knowledge to lead initiatives that assist colleagues to make these links within their teaching.
2.6	Know and understand a range of assessment strategies and how to select valid and reliable methods for assessing and analysing student learning.	Know and understand how to select, develop and use valid and reliable strategies to assess and analyse their students' learning and provide feedback to them.	Know and understand how to integrate valid and reliable assessment for learning and assessment of learning strategies into the teaching and learning cycle. They know how to analyse and evaluate their students' learning and strategies for providing feedback in relation to current and future learning.	Know how to integrate valid and reliable assessment for learning and assessment of learning strategies into the teaching and learning cycle. They know how to analyse and evaluate students' learning and a range of strategies for providing feedback in relation to their current and future learning. They know how work collaboratively with others to advance their knowledge and practice in the area of assessment.
2.7	Know and understand what resources and strategies are available to support teaching and learning. They know how ICT can be used to enable and enhance student learning.	Know and understand how to select and use quality resources and strategies to support teaching and learning. They know how ICT can be used to construct, demonstrate and expand knowledge.	Know and understand how to select, develop and use quality resources and strategies. They know how to include ICT to construct, demonstrate, expand and evaluate knowledge that supports teaching and learning. They know how to share these skills and resources with their colleagues.	Know and understand how to lead colleagues to select critically and/or develop innovative resources and strategies to enhance teaching and learning. They know how to support colleagues to include ICT in their pedagogy to develop student knowledge and skills.

	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
2.8	Know current curriculum, assessment and reporting requirements relevant to the content and stages of schooling of students.	Know current curriculum, assessment and reporting requirements relevant to the content and stages of schooling of their students.	Know current curriculum, assessment and reporting requirements relevant to the content and stages of schooling of their students and how to assist colleagues to understand and use these requirements.	Know comprehensively current curriculum, assessment and reporting requirements relevant to the content and stages of schooling of their students. They know how to guide colleagues to use them and other members of the school community to understand them.
2.9	Know about Australia, its history, environment and people, particularly Australia's Indigenous peoples and cultures. They understand how the changing nature of society, within and beyond Australia, impacts on teaching and learning.	Know about Australia, its history, environment and people, particularly Australia's Indigenous peoples and cultures. They understand how the changing nature of society, within and beyond Australia, impacts on teaching and learning. They understand how to take this into account in their teaching.	Know about Australia, its history, environment and people, particularly Australia's Indigenous peoples and cultures. They understand how the changing nature of society, within and beyond Australia, impacts on teaching and learning. They understand how to use this knowledge in the context of their teaching.	Know about Australia, its history, environment and people, particularly Australia's Indigenous peoples and cultures. They understand how the changing nature of society, within and beyond Australia, impacts on teaching and learning. They understand how to use this and how to support others to use this knowledge in the context of their teaching.

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

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
3.1	Articulate explicit, challenging and achievable learning goals for students relevant to their stage of development.	Develop and communicate explicit, challenging and achievable learning goals for their students.	Develop explicit, challenging and achievable learning goals, for individual students and use a range of ways to communicate this to their students. They work collegially to develop learning goals appropriate to their students.	Negotiate with students to develop individual, explicit, challenging and achievable learning goals. They guide their colleagues to incorporate this practice into their teaching.
3.2	Select and teach content and skills that enable students to develop literacy and numeracy and achieve learning goals, taking into account students' prior learning, interests and other factors that may affect learning.	Select, sequence and teach content that supports students to develop literacy and numeracy and achieve learning goals, taking into account prior learning, interests and other factors that may affect learning.	Select, sequence and teach content that motivates students to develop literacy and numeracy and achieve learning goals using their prior learning, interests and other factors. They model this practice to colleagues to improve their planning and teaching.	Negotiate content with students to meet individual needs, to develop literacy and numeracy and achieve learning goals, accommodating all factors impacting on student learning. They lead initiatives that assist colleagues to make links across the curriculum.
3.3	Design lessons and learning sequences using research evidence on student learning and effective teaching, learning goals and curriculum requirements.	Design and implement intellectually challenging and inclusive learning programs, based on research evidence, relevant to their students' learning, selected learning goals and curriculum requirements.	Design and implement intellectually challenging learning programs, based on research evidence, that include innovative and differentiated activities allowing students to demonstrate learning in a variety of ways.	Design conceptually coherent learning programs using research evidence. They negotiate with students and implement differentiated programs that are intellectually challenging and comprehensive and allow each student to demonstrate learning in a variety of ways. They mentor colleagues to improve their programming and teaching practices.

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
3.4	Select and use teaching strategies, including problem solving, critical and creative thinking and resources to engage students and support their achievement of learning goals. They draw on local, national and global content through virtual and/or real environments for their programs.	Select and use a range of teaching strategies and resources to engage students and support their achievement of learning goals. They utilise local, national and global content through virtual and/or real environments for their programs.	Develop and use a range of teaching strategies and resources to engage individual students and support their achievement of learning goals. They adapt to changing circumstances and choose their strategies and resources flexibly. They support students to interact in local, national and global communities through virtual and/or real environments. They assist colleagues in using these strategies and resources in their programs.	Develop and use a range of innovative teaching strategies and resources to engage individual students and support their achievement of learning goals. They are proactive and responsive to changing circumstances and choose their strategies and resources flexibly. They guide colleagues to support students' interaction with local, national and global communities through virtual and/or real environments in the development of their programs.
3.5	Plan the use of strategies to assess student learning in relation to learning goals.	Select strategies to assess progressively student learning in relation to learning goals.	Select highly effective strategies to assess progressively individual student learning in relation to learning goals. They support colleagues in selecting effective strategies.	Select, use and model to colleagues a range of highly effective assessment strategies congruent with learning goals and to inform future planning.
3.6	Evaluate and revise learning activities.	Evaluate learning programs using a range of sources and use this data for future planning.	Evaluate learning programs using a range of sources, including student data and current research, to determine the effectiveness of current programs and use this information for future planning.  They model to colleagues this process.	Evaluate their own learning programs using a range of sources, including student data and current research, to determine their effectiveness and use this information for future planning. They assist colleagues to critically evaluate the effectiveness of their programs.

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

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
4.1	Use strategies to support an environment where students are treated with courtesy, respect, integrity, justice, empathy and dignity	Establish and maintain an environment where their students are treated with courtesy, respect, integrity, justice, empathy and dignity.	Establish with students and maintain an environment where students are treated with courtesy, respect, integrity, justice, empathy and dignity. They model their approaches to colleagues.	Negotiate with students their learning environment where they are treated with courtesy, respect, integrity, justice, empathy and dignity. They guide colleagues to create these learning environments in their own and other schools.
4.2	Use knowledge of students to develop engaging, virtual and/or physical and authentic learning environments.	Use knowledge of their students to develop and manage engaging, virtual and/or physical and authentic learning environments.	Use knowledge of their students to develop and manage engaging, virtual and/or physical and authentic learning environments. They model their approaches to colleagues.	Use knowledge of each student to develop and manage differentiated, virtual and/or physical and authentic learning environments. They guide colleagues to create supportive learning environments for their students.
4.3	Communicate clear directions and expectations and provide feedback to students about behaviour to support learning.	Communicate clearly with their students to establish expectations about behaviour to support learning. They develop rapport with their students through listening and responding positively.	Communicate clearly and collaboratively develop with their students expectations about behaviour to support learning. They work with others to implement strategies for assisting students to monitor and review their own behaviour.	Communicate clearly and collaboratively develop with their students' expectations about behaviour to support learning. They guide others to implement strategies for assisting students to monitor and review their own behaviour.

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
4.4	Develop routines and practices for managing students, resources and physical and/or virtual spaces to maximise students' time on learning.	Establish and implement routines and practices to manage students, resources and physical and/or virtual spaces to maximise students' time on learning. They work with parents/caregivers and support personnel to assist students with special needs.	Manage students' behaviour, resources and physical and/or virtual spaces to maximise learning. They work with parents/caregivers and support personnel to accommodate and integrate students with special needs. They anticipate possible disruptions and implement strategies to maintain a safe learning environment. They work with others in formulating responses to managing challenging student behaviours.	Manage students' behaviour, resources and physical and/or virtual spaces to maximise learning. They work with parents/caregivers and support personnel to accommodate and integrate students with special needs. They create classrooms where students take responsibility for their own behaviour and learning. They advise on the development and implementation of school policies and procedures and lead initiatives with colleagues and parents/caregivers. They support innovation for managing student behaviour.
4.5	Contribute to students' well-being and safety, working within school, system and legislative requirements.	Provide for their students' well-being and safety, working within school, system and legislative requirements.	Provide for their students' well-being and safety, working within school, system and legislative requirements and collaborate with others to develop safe practices.	Provide for students' well-being and safety, working within school, system and legislative requirements. They contribute to the development and implementation of policies and practices and promote these to their colleagues.

**Standard 5: Assess, provide feedback and report on student learning**

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
5.1	Select and use valid assessment strategies using a variety of informal, formal, formative and summative approaches to assess student learning.	Select, develop and use valid and reliable assessment strategies using a variety of informal, formal, formative and summative approaches to assess their students' learning.	Select, develop and use valid and reliable assessment strategies using a variety of informal, formal, formative and summative approaches to assess their students' learning. They work with colleagues to develop and review assessment strategies.	Select, develop and use valid, reliable and innovative assessment strategies using a variety of informal, formal, formative and summative approaches to assess their students' learning. They counsel colleagues to develop and review a range of assessment strategies.
5.2	Develop assessment criteria based on student learning goals and communicate these to students.	Develop and/or use assessment criteria based on student learning goals and communicate these to students and, where appropriate, parents/caregivers.	Develop and/or use assessment criteria based on student learning goals and communicate these to students and, where appropriate, parents/caregivers. They work with colleagues to develop and review criteria.	Work with their students to develop, and use assessment criteria based on student learning goals and communicate these, where appropriate, to parents/caregivers. They guide colleagues to develop and review criteria.
5.3	Analyse and interpret student assessment data to plan for future student learning, identifying interventions and modifying teaching practice.	Analyse and interpret a range of formal and informal student assessment data, identifying interventions and modifying teaching practice to improve student learning.	Work with colleagues to interpret and evaluate longitudinal assessment data for students, identifying interventions and modifying teaching practice to improve student learning.	Demonstrate to colleagues how to Interpret and evaluate a range of longitudinal student assessment data, identifying interventions and modifying teaching practice to improve student learning.

	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
5.4	Provide timely and effective verbal and written feedback to students about their achievement of learning goals and to promote future learning.	Provide timely and effective verbal and written feedback to each student about their achievement relative to their learning goals and suggestions for improvement to promote future learning.	Provide timely and effective verbal and written feedback to each student about their achievement relative to their learning goals and suggestions for improvement to promote future learning. They provide opportunities for students to use teacher and peer feedback to reflect on their achievements and areas for improvement.	Provide timely and effective verbal and written feedback to each student about their achievement relative to their learning goals and suggestions for improvement to promote future learning. They integrate opportunities for students to use teacher and peer feedback to reflect on their achievements and areas for improvement. .  Model to colleagues a range of strategies for feedback and student reflection.
5.5	Maintain accurate and effective records of student achievement..	Select and use a range of strategies, including ICT to collect, organise and store data about their students' achievement in ways that can be accessed by others and address accountability requirements.	Assist colleagues to use a range of strategies, including ICT to collect, organise and store data about their students' achievement in ways that can be accessed by others and address accountability requirements.	Collaborate with colleagues in the selection, review or development of systems that collect, organise and store data about students' achievement in ways that can be accessed by others and address accountability requirements.
5.6	Demonstrate an understanding of the principles and practices of effective reporting to parents/caregivers in an intelligible and respectful way.	Construct reports that accurately reflect their students' achievement and communicate this information to students, parents/caregivers and colleagues in an accessible and respectful way.	Construct reports that accurately reflect their students' achievement and communicate this information to students, parents/caregivers and colleagues in an accessible and respectful way. They provide timely reports about student achievement to parents/caregivers to promote student learning.  Assist colleagues to construct accurate, informative and timely reports.	Construct reports that accurately reflect their students' achievement and communicate this information to students, parents/caregivers and colleagues in an accessible and respectful way. They provide timely reports about student achievement to parents/caregivers to promote student learning.  Counsel colleagues on reporting strategies and contribute to the development of whole school approaches.
5.7	Demonstrate understanding of, and participate in, assessment moderation activities.	Participate in assessment moderation processes to maximise the quality, comparability and consistency of assessment outcomes.	Assist colleagues with assessment moderation processes to maximise the quality, comparability and consistency of assessment outcomes.	Develop and facilitate with colleagues, assessment moderation processes.

## **Standard 6: Engage in professional learning and reflection**

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
6.1	Use professional teaching standards to evaluate regularly their professional knowledge, practice and engagement to guide their professional learning.	Use professional teaching standards and key educational documents to evaluate regularly their professional knowledge, practice and engagement to determine their professional learning goals.	Use professional teaching standards and key educational documents to evaluate regularly their professional knowledge, practice and engagement to determine their short and long term professional learning goals.  Use standards as a framework to support colleagues.	Use professional teaching standards and key educational documents to evaluate regularly their professional knowledge, practice and engagement to determine their short and long term professional learning goals.  Use standards to evaluate and support colleagues.
6.2	Seek advice and accept constructive feedback on their professional knowledge and practice to improve teaching and learning.	Seek and accept constructive feedback from colleagues and students to improve their professional knowledge and practice, student outcomes and identify areas for continuing professional learning.	Seek and critically assess feedback from a range of sources, including colleagues and students, to improve their professional knowledge and practice, student outcomes and identify areas for continuing professional learning.	Seek and critically assess feedback from a range of sources, including colleagues and students, to improve their professional knowledge and practice, student outcomes and identify areas for continuing professional learning. They initiate strategies for developing a climate for accepting and providing constructive feedback and professional recognition.
6.3	Participate in ongoing professional learning, including using relevant evidence-based educational research and key educational documents, working with colleagues to explore contemporary educational issues and research and undertaking personal and group study.	Identify and participate in research-based professional learning to update their knowledge and practice, targeted to their personal professional learning needs and school and system priorities.	Identify and participate in research-based professional learning to review their knowledge and practice, targeted to their personal professional learning needs and school and system priorities. They apply new knowledge and skills to their practice to improve their students' learning.	Identify and participate in research-based professional learning to expand their knowledge and practice, targeted to their personal professional learning needs and school and system priorities. They apply new knowledge and skills to improve student learning within and beyond their classroom.

## ***Standard 7: Contribute to the school and professional community***

	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>
7.1	Understand and comply with codes of ethics and conduct established by regulatory authorities, systems and schools to maintain harmonious and professional relationships with students, colleagues and parents/caregivers.	Understand and comply with codes of ethics and conduct established by regulatory authorities, systems and schools to maintain harmonious and professional relationships with their students, colleagues and parents/caregivers.	Support colleagues to understand and comply with codes of ethics and conduct established by regulatory authorities, systems and schools to maintain harmonious and professional relationships with their students, colleagues and parents/caregivers.	Interpret and implement codes of ethics and conduct for the professional learning community and participate in the development of policies for members of the school community.
7.2	Understand and comply with authority policies regulations and statutes relating to teachers' and students' rights and responsibilities, including OH&S, diversity, child protection, risk management and industrial agreements.	Understand and comply with regulations and statutes relating to their own and their students' rights and responsibilities, including OH&S, child protection, risk management and industrial agreements.	Support colleagues to understand and comply with regulations and statutes relating to their own and their students' rights and responsibilities, including OH&S, child protection, risk management and industrial agreements.	Guide colleagues to understand and comply with regulations and statutes relating to their own and their students' rights and responsibilities, including OH&S, child protection, risk management and industrial agreements.
7.3	Understand how to work collaboratively with colleagues, school support staff, other professionals and community-based personnel to enhance student learning and wellbeing.	Work collaboratively with colleagues and school support staff to enhance student learning and wellbeing.	Work collaboratively with colleagues, school support staff, other professionals and community-based personnel to enhance student learning and wellbeing.	Initiate activities to develop collaborative working practices to enhance student learning and wellbeing. They promote a professional culture of evidence based innovation, experimentation, accountability and collective responsibility for student learning.
7.4	Understand and respond to administrative, organisational and professional responsibilities, such as participating in school processes, pastoral care and co-curricular programs.	Understand and respond to administrative, organisational and professional responsibilities, such as contributing to their school policy and planning, evaluation and review processes, designing and implementing pastoral care and co-curricular programs.	Understand and respond to administrative, organisational and professional responsibilities. They collect, analyse and present information to colleagues to support the development of and implementation of administrative, organisational and professional responsibilities.	Understand and respond to administrative, organisational and professional responsibilities. They contribute to processes for reviewing these responsibilities. They coordinate the formulation of recommendations on modifications and enhancements for effective implementation of administrative, organisational and professional responsibilities.

	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
7.5	Understand the importance of involving parents/caregivers in the learning of their children.	Establish and maintain respectful and collaborative relationships with parents/caregivers and utilise opportunities for them to be involved in their children’s learning.	Establish and maintain respectful and collaborative relationships with parents/caregivers and provide opportunities for them to be involved in student learning. They model to colleagues ways of involving parents/caregivers in the learning environment.	Initiate school approaches that provide opportunities for respectful and collaborative relationships with parents/caregivers for them to be involved in student learning.  Guide colleagues to gain a better knowledge and understanding of local communities with a view to improving teacher effectiveness and student learning.
7.6	Engage with professional teaching communities.	Engage with professional teaching communities in order to exchange ideas about contemporary educational issues and research to broaden their professional knowledge and improve their practice. They present a positive image of their school and the teaching profession to students and colleagues.	Contribute significantly to professional learning communities, including networks and associations, through their active membership. They build productive links with the wider education community to improve teaching and learning in their school and school network.  Mentor new, returning and pre-service teachers and those needing professional support. They present a positive image of their school and the teaching profession in their interactions with the school and local community.	Foster development of professional learning communities, including networks and associations, through their active membership. They initiate and maintain links with the wider education community to improve teaching and learning in schools.  Develop and support mentoring programs for new, returning and pre-service teachers and those needing professional support. They model to colleagues the presentation of a positive image of their school and the teaching profession in their interactions with all stakeholders.

## **Appendix 1: Charter for the Australian Teaching Profession** <sup>3</sup>

This charter sets out the values and commitments shared by members of the Australian teaching profession.

Teachers believe in the power of education to make a difference to the lives of individuals and to society. We are committed to giving students the best education possible for them to lead fulfilling, purposeful and productive lives. We bring to the role high levels of professional knowledge, expertise and ethical commitment.

### **Teaching**

Teachers set high standards for every student and respond to individuals needs. We challenge students to set demanding goals for themselves and to make a contribution to others.

We provide a stimulating learning environment. We create schools that welcome students and foster the development of values, so that all students, whatever their personal circumstances, can participate and thrive. We provide experiences that engage each student's capacity to learn.

We inspire student to discover the joy of learning, drawing them into a world of knowledge, ideas and creativity. Our ambition for all is a lifelong engagement with learning.

### **The Profession**

Our practice reflects the essential balance between conserving and renewing what is, and anticipating and building what can be. We work in partnership with colleagues, families, other professionals and the wider community.

We take responsibility for the development and renewal of our profession. We act to advance the quality and reputation of teaching through professional learning and reflection.

We are specialists in teaching and learning. We have expertise in student development, including how young people gain knowledge, learn to think critically and develop creativity. The teaching profession sets itself high standards. We act with judgement, integrity and respect to build the trust and confidence necessary for successful learning.

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<sup>3</sup> This Charter was developed by *Teaching Australia* after extensive national discussion and consultation with the teaching profession