

Dimension 3 Accomplishment

Dimension 3 Accomplishment standards describe what accomplished teachers do in their practice, providing a high quality educational experience for all the students they teach, identifying and addressing the barriers that students face in order to participate fully in education.

Dimension 3 Accomplishment Standards					
A	B	C	D		
Professional Knowledge		Professional Relationships		Professional Practice	
Accomplished teachers expand, interpret and integrate deep professional knowledge and understanding into teaching practice.		Accomplished teachers develop and sustain productive learning partnerships with students, the school community and wider networks.		Accomplished teachers assess, plan and teach for challenging differentiated outcomes for each student.	
Elements		Elements		Elements	
A.1	demonstrate the integration of current knowledge and understanding of critical content knowledge, pedagogy, learners and learning	B.1	actively develop and promote effective professional relationships with and among all stakeholders	C.1	seamlessly use a range of inclusive assessing processes to inform planning and improve teaching practice
A.2	are committed to systematic continuous lifelong learning	B.2	purposefully engage stakeholders in developing and maintaining learning partnerships	C.2	responsively plan purposeful, challenging and differentiated teaching for understanding
A.3	consciously engage in continual inquiry and critically reflect on their practice	B.3	initiate and encourage timely and effective communication with and between all stakeholders	C.3	use an extensive and informed teaching repertoire and range of resources to extend students' level of thinking and understanding
A.4	develop and support the learning community through sharing professional knowledge and understanding	B.4	contribute significantly to building dynamic learning communities	C.4	personalise the learning to meet the diverse needs of all students
A.5	know, understand and adhere to legal, ethical and professional obligations			C.5	report student progress to key stakeholders
Professional Values – dignity, respect, integrity, empathy, justice...					

A

Professional Knowledge

Accomplished teachers expand, interpret and integrate deep professional knowledge and understanding into teaching practice.

Accomplished teachers are self-empowered, astute, reflective practitioners and learners who plan and evaluate their practice and have the capacity to make a difference to student learning. They strive for professional excellence and continuous lifelong improvement. They are able to weave multiple strands of professional knowledge flexibly into their practice in order to optimise student learning.

Elements	Indicators of practice
A.1 demonstrate the integration of current knowledge and understanding of critical content knowledge, pedagogy, learners and learning	<ul style="list-style-type: none"> • demonstrate deep and critical content knowledge and conceptual and essential understandings in teaching practice • make pedagogical choices which take account of teaching context, content knowledge and discipline-based <i>modes of inquiry</i> • articulate the research base in which teaching beliefs and decisions are grounded • base planning on current <i>theories, guidelines and policies</i> • implement <i>teaching strategies</i> which are appropriate to <i>age and developmental stage</i>
A.2 are committed to systematic continuous lifelong learning	<ul style="list-style-type: none"> • critically reflect on practice to identify explicit personal <i>professional learning</i> needs • negotiate and document a <i>professional learning plan</i>, linked to identified professional learning needs • seek a range of professional learning, in line with personal, school and system goals and priorities • critically select and share pertinent professional reading • take a leading role in discussion of current educational issues • review and evaluate personal professional learning to inform future professional learning plans
A.3 consciously engage in continual inquiry and critically reflect on their practice	<ul style="list-style-type: none"> • use a range of <i>self-evaluation processes</i> • remain open to the possibilities of questioning and testing assumptions, and reconstructing practice • actively seek and act upon explicit <i>feedback</i> from a range of sources to monitor and modify practice • revise personal professional goals in light of critical reflection • work towards the achievement of revised goals
A.4 develop and support the learning community through sharing professional knowledge and understanding	<ul style="list-style-type: none"> • be professionally active, demonstrating an enthusiasm for lifelong learning • encourage the learning community to collaborate and take educational risks in developing innovative approaches to learning • lead and facilitate relevant professional learning, contributing to professional growth • support, <i>coach</i> and <i>mentor</i> colleagues including pre-service students • initiate opportunities for professional discussions • develop and maintain strong professional networks
A.5 know, understand and adhere to legal, ethical and professional obligations	<ul style="list-style-type: none"> • maintain professional conduct and appropriate relationships, as described in relevant <i>codes of professional ethics and conduct</i> • understand and demonstrate <i>duty of care</i> • demonstrate that practice meets the obligations of current legal and ethical frameworks • ensure that relevant <i>guidelines, policies and regulations</i> are followed in practice • contribute to enriching the school culture through promoting school and system core attitudes, values and beliefs • model professional conduct in the school and wider community

B

Professional Relationships

Accomplished teachers develop and sustain productive learning partnerships with students, the school community and wider networks.

Accomplished teachers develop positive relationships with all those involved in students' learning and are willing to create and change relationships to benefit this learning. Their professional relationships are underpinned by sophisticated communication skills. They help build a sense of community and appropriate learning partnerships, making connections to the larger community.

Elements	Indicators of practice
B.1 actively develop and promote effective professional relationships with and among all stakeholders	<ul style="list-style-type: none"> • use <i>high level interpersonal skills</i> when communicating, identifying <i>potential blockers</i> • consult, <i>listen actively</i> and provide constructive <i>feedback</i> • take into account roles, rights and responsibilities in negotiating tasks and timelines • explicitly model and teach students the skills of <i>social competence</i> necessary for operating effectively in society • use <i>negotiation, mediation and conflict resolution skills</i> to resolve problems • be willing to create and change working relationships to benefit learning
B.2 purposefully engage stakeholders in developing and maintaining learning partnerships	<ul style="list-style-type: none"> • build networks in order to identify potential learning opportunities • use a range of strategies to include all families and carers, recognising the significance of them as key stakeholders in their child's learning • initiate opportunities to work collaboratively with colleagues and other professionals to achieve agreed goals • recognise and value expertise in others and be proactive in capitalising on this to enhance learning • seek opportunities to develop <i>community partnerships</i> to enable students to actively engage in authentic learning • encourage and support others to develop knowledge and expertise
B.3 initiate and encourage timely and effective communication with and between all stakeholders	<ul style="list-style-type: none"> • <i>listen actively</i>, communicate clearly, and demonstrate highly developed <i>negotiation skills</i> • make provision for ongoing and timely communication • use a range of <i>communication processes</i> that are inclusive of the learning community • be respectful, sensitive and trustworthy, showing empathy for diverse perspectives • address <i>barriers to communication</i>, demonstrating the abilities to withhold judgement and avoid stereotyping • seek and provide constructive <i>feedback</i>, welcoming debate and discussion • share information as appropriate with due regard to confidentiality • have an awareness of <i>implicit messages</i> that are communicated through both personal presentation and how things are presented
B.4 contribute significantly to building dynamic learning communities	<ul style="list-style-type: none"> • seek opportunities to build learning communities that have an incentive to work together • foster ownership and collective responsibility towards the achievement of a vision and goals • negotiate and establish roles, rights and responsibilities • demonstrate a commitment to creating and sharing new knowledge • make provision for flexible and negotiated learning activities • engage in high level dialogue, interaction and collaboration • recognise the potential of communication technologies that support learning communities



Professional Practice

Accomplished teachers assess, plan and teach for challenging differentiated outcomes for each student.

Accomplished teachers recognise that learning is complex and non-linear and that learners bring with them a diversity of experiences and learn in different ways. These teachers work with multiple, simultaneous and complex outcomes ensuring that each student's learning is personalised.

Elements	Indicators of practice
C.1 seamlessly use a range of inclusive assessing processes to inform planning and improve teaching practice	<ul style="list-style-type: none"> • design <i>quality assessment tasks</i>, consistent with system requirements, which allow all students to demonstrate their understanding • use a range of <i>assessment practices which are fair, valid, reliable and authentic</i> • provide opportunities for students to <i>self and peer assess</i> and negotiate assessment criteria and tasks • ensure that students are clear about what is to be assessed as well as when, how and why • provide evidence of individual and <i>collaborative assessment</i> of, as and for learning • consistently provide students with timely and pertinent constructive <i>feedback</i> • validate judgements through <i>moderated and collaborative assessment processes</i> • maintain accurate and accessible records of student learning
C.2 responsively plan purposeful, challenging and differentiated teaching for understanding	<ul style="list-style-type: none"> • design concept-based interdisciplinary units ensuring a coherent curriculum • plan <i>differentiated learning outcomes</i> to meet individual needs • design authentic sequenced <i>learning tasks</i> allowing for multiple entry and exit points • plan for the <i>explicit teaching</i> of identified skills and knowledge • plan for the development of <i>meta-cognition</i> • provide a range of opportunities for students to demonstrate understanding • modify plans according to ongoing assessing
C.3 use an extensive and informed teaching repertoire and range of resources to extend students' levels of thinking and understanding	<ul style="list-style-type: none"> • use a wide variety of <i>pedagogical processes, scaffolding the learning</i> of all students • challenge students through the provision of purposeful learning experiences based on key ideas or questions • draw on appropriate <i>literacy and numeracy strategies</i>, and <i>information and communication technologies</i> to support student development • explicitly teach <i>thinking skills</i>, viewing content as the means to experience, practise and apply processes • regularly draw on real life contexts, incorporating new and emerging ideas and technologies • select resources and materials to match learning goals, activities, interests and contexts • continuously monitor student progress and draw on a repertoire of strategies to adjust and adapt practice as necessary
C.4 personalise the learning to meet the diverse needs of all students	<ul style="list-style-type: none"> • build on student interests and strengths, as well as their physical, emotional, social and cultural experiences • develop students' abilities to operate within a range of <i>learning styles and intelligences</i>, including those non-preferred • make <i>differentiated learning outcomes</i> explicit to students • use teaching strategies that value and build on <i>prior learning</i> and are <i>age and developmental stage</i> appropriate • initiate, develop and review <i>personal and individual education plans</i> for identified needs • set high and explicit expectations that demonstrate a strong belief in the individual learning ability of students • identify and overcome <i>potential barriers to students' full participation in learning</i> • seek and use relevant home, school and community information and resources to augment teaching and learning
C.5 report student progress to key stakeholders	<ul style="list-style-type: none"> • base reporting on ongoing monitoring and assessment in ways that contribute meaningfully to all students' development and ongoing achievement • report student achievement against agreed outcomes and standards, in line with school and system requirements • report accurate information to students, parents and carers, in a respectful, non- threatening, timely, and accessible manner • ensure that parents and carers are informed of any significant changes in their child's rate of progress or personal behaviours • empower students to participate in the reporting process • when reporting, take account of relevant <i>socio-economic and cultural factors, and educational background of stakeholders</i>

D

Professional Practice

Accomplished teachers sustain a highly supportive, safe and inclusive learning environment.

Accomplished teachers create such an environment by recognising the important influence of social relationships and emotions on learning. They value diversity, teach for social effectiveness with a view to long-term outcomes and for the realisation of students' potential as fully functioning human beings. They are also acutely aware of the significance of building and maintaining identity and relationships.

Elements	Indicators of practice
D.1 foster healthy relationships with students and colleagues, based on respect, empathy and trust	<ul style="list-style-type: none"> • demonstrate knowledge of each student's interests, needs and circumstances, and recognise and value the complexity of student differences • sensitively incorporate knowledge of students to develop rapport and enhance working relationships • build a culture of <i>positive behaviour support</i> • communicate using <i>high level interpersonal skills</i>
D.2 model and explicitly teach skills for long-term social effectiveness	<ul style="list-style-type: none"> • ensure students know and understand the expectations for behaviours in a range of situations • demonstrate respectful and trustworthy teacher/student interactions and support similar interactions between students • systematically introduce and teach <i>skills for self-management and effective interactions</i> • ensure students gain practice in skills for <i>social effectiveness</i>, receiving constructive <i>feedback</i> and positive reinforcement of appropriate behaviour
D.3 deliberately foster a sense of community including collective responsibility and democratic processes	<ul style="list-style-type: none"> • recognise and value <i>diversity</i> and ensure practices are inclusive • use a <i>social justice rationale</i> to support interactions with students • use <i>language that is inclusive and non-discriminatory</i> • challenge practice that excludes and/or discriminates • model and teach <i>participatory and democratic processes</i> • identify and address <i>barriers to full participation</i>, withholding judgement and avoiding stereotyping
D.4 establish and sustain a culture of independent and collaborative learning, based on school values	<ul style="list-style-type: none"> • explicitly teach skills and <i>protocols</i> for working both independently and with others • explicitly teach a broad range of <i>social skills</i> for successful classroom access and participation • ensure students are actively involved in negotiation of processes for learning • provide opportunities to practise what it means to work collaboratively • actively encourage students to take responsibility for their own learning • provide opportunities for all students to experience success at <i>valued tasks</i>, and to share and celebrate achievements • provide a range of <i>opportunities for parents and carers to be active participants in their child's learning</i>
D.5 provide a consistently supportive physical environment that is responsive to the needs of all students	<ul style="list-style-type: none"> • always provide a safe positive environment • change the physical environment to reflect the needs of individuals and the whole group • <i>organise, monitor and adjust the physical environment as a preventative strategy</i> to support positive behaviour • adapt the physical environment to meet the purposes of the learning activities • ensure that organisation and routines are planned, explicit, purposeful, understood and managed • provide maximum access and participation for all by managing available resources proficiently and flexibly