

## Dimension 2 Competence

Dimension 2 Competence standards describe what competent teachers do in their practice in everyday classrooms, teaching a diverse range of students. These standards apply to teachers in all teaching contexts, in any content area and at any grade level. The standards are written broadly so that they apply to all teachers but also allow for variations according to particular teaching contexts.

Dimension 2 Competence Standards					
A	B	C	D		
<b>Professional Knowledge</b>		<b>Professional Relationships</b>		<b>Professional Practice</b>	
Competent teachers demonstrate current professional knowledge and understanding in teaching practice.		Competent teachers develop effective professional relationships with students, and the school and wider communities.		Competent teachers assess, plan and teach for the learning needs of all students.	
Elements		Elements		Elements	
A.1	demonstrate knowledge of how students learn	B.1	make deliberate efforts to strengthen professional teacher-student relationships	C.1	use fair, valid and reliable assessment strategies to inform teaching and learning
A.2	know the critical content knowledge, key concepts and essential understandings of the subject	B.2	explicitly teach the skills for developing social competence to promote positive relationships	C.2	plan concept-based teaching for deep understanding and transfer of learning
A.3	know how to design engaging learning sequences and the processes and skills required to teach them	B.3	communicate effectively with all stakeholders	C.3	use a range of appropriate teaching and learning strategies, materials and resources
A.4	engage in systematic professional learning to extend skills and capacities	B.4	work collaboratively to set and achieve common goals	C.4	report student progress to key stakeholders
A.5	reflect on and evaluate their teaching practice to continually improve				D.5
A.6	know, understand and adhere to legal and ethical obligations and be aware of the nature of professional behaviour				use strategies to support positive behaviour and build resilience in students
<b>Professional Values – dignity, respect, integrity, empathy, justice...</b>					

# A

## Professional Knowledge

Competent teachers demonstrate current professional knowledge and understanding in teaching practice.

Competent teachers draw on theoretical and content knowledge and a repertoire of strategies to teach effectively. They reflect on their teaching and undertake professional learning to expand their knowledge base and improve their practice.

Elements	Indicators of practice
<b>A.1 demonstrate knowledge of how students learn</b>	<ul style="list-style-type: none"> <li>• demonstrate a knowledge of how students learn and the factors that contribute to <i>active engagement</i></li> <li>• understand <i>age and developmental stages of student development</i> and how these influence learning</li> <li>• know the students they teach and the impact that student interests, needs and circumstances can have on learning</li> <li>• acknowledge and build on students' <i>prior learning</i></li> <li>• identify the <i>barriers to learning</i> and some of the options for overcoming these barriers</li> </ul>
<b>A.2 know the critical content knowledge, key concepts and essential understandings of the subject</b>	<ul style="list-style-type: none"> <li>• demonstrate relevant knowledge of current content and related concepts</li> <li>• have a knowledge of current <i>curriculum and assessment requirements</i></li> <li>• have a knowledge of relevant <i>literacy and numeracy strategies</i> and <i>information and communication technologies</i> to support students' ongoing learning</li> <li>• have a knowledge of a range of <i>resources</i> and how they can support student learning</li> <li>• know how to <i>integrate content and learning across curriculum areas</i></li> </ul>
<b>A.3 know how to design engaging learning sequences and the processes and skills required to teach them</b>	<ul style="list-style-type: none"> <li>• be familiar with current <i>curriculum frameworks and assessing guidelines</i></li> <li>• demonstrate knowledge of teaching strategies appropriate to content being taught</li> <li>• use professional knowledge to establish clear, challenging and achievable short and long term goals</li> <li>• know how to access a range of materials and resources, including information and communication technologies, to support learning</li> <li>• know the <i>principles of learning, teaching and assessment</i>, the connections between these and implications for student learning</li> </ul>
<b>A.4 engage in systematic professional learning to extend skills and capacities</b>	<ul style="list-style-type: none"> <li>• develop a <i>professional learning plan</i> in consultation with a senior colleague</li> <li>• undertake a range of professional learning to meet personal goals, and school and system requirements</li> <li>• evaluate and share knowledge and skills gained from professional learning</li> <li>• maintain a record of professional learning</li> <li>• review and evaluate professional learning to inform future plans, in consultation with a senior colleague</li> <li>• refine teaching practice in line with new learning</li> <li>• model involvement in continuous learning</li> </ul>
<b>A.5 reflect on and evaluate their teaching practice to continually improve</b>	<ul style="list-style-type: none"> <li>• develop <i>reflective strategies</i> to identify strengths and areas for improvement</li> <li>• work on teaching practice to address identified areas for improvement</li> <li>• seek and accept constructive <i>feedback</i> to inform teaching</li> <li>• monitor teaching practice to develop awareness of thoughts and actions, and their impact on learning outcomes</li> <li>• engage in professional discussions of contemporary educational issues and research, making connections to teaching practice</li> </ul>
<b>A.6 know, understand and adhere to legal and ethical obligations and be aware of the nature of professional behaviour</b>	<ul style="list-style-type: none"> <li>• maintain professional conduct as described in relevant codes of <i>professional ethics and conduct</i></li> <li>• understand and demonstrate <i>duty of care</i></li> <li>• demonstrate that practice meets the obligations of current legal and ethical frameworks</li> <li>• ensure that relevant <i>guidelines, policies and regulations</i> are followed in practice</li> <li>• maintain appropriate <i>professional relationships</i></li> <li>• project an image that reflects the values of the <i>school community</i></li> <li>• understand and fulfill the <i>administrative duties</i> and <i>professional responsibilities</i> of teachers</li> </ul>

# B

## Professional Relationships

Competent teachers develop effective professional relationships with students, and the school and wider communities.

Competent teachers develop positive relationships, communicate effectively and collaborate with and among stakeholders to benefit students' learning and work towards maintaining their wellbeing. These teachers acknowledge the importance of effective social skills in building and maintaining social cohesion and the need to support all students in working towards achieving these skills.

Elements	Indicators of practice
<b>B.1</b> make deliberate efforts to strengthen professional teacher-student relationships	<ul style="list-style-type: none"> <li>• be positive and respectful in everyday interactions with students</li> <li>• invest time in individual students to identify interests, abilities and needs</li> <li>• identify and support students' <i>physical, emotional, social and cultural needs</i></li> <li>• <i>listen actively</i> and respond with appropriate verbal and non-verbal communication</li> <li>• support positive behaviour through using strategies flexibly</li> <li>• support extra-curricular activities to enrich the school culture</li> </ul>
<b>B.2</b> explicitly teach the skills for developing social competence to promote positive relationships	<ul style="list-style-type: none"> <li>• model appropriate social behaviour in all situations</li> <li>• ensure that all students know and understand <i>expectations for positive social interactions</i></li> <li>• explicitly teach skills for cooperation; friendship-making; dealing with feelings; and alternatives to aggression; taking account of ages and stages of development</li> <li>• embed skills for developing social competence in everyday interactions, and provide opportunities for practice</li> <li>• <i>positively reinforce</i> the use of skills for social competence in everyday interactions</li> </ul>
<b>B.3</b> communicate effectively with all stakeholders	<ul style="list-style-type: none"> <li>• foster respect and trust, and guarantee <i>confidentiality</i> where appropriate</li> <li>• develop a calm and approachable demeanour</li> <li>• demonstrate ongoing and effective <i>communication</i> between students, staff, parents/carers and community</li> <li>• be accountable to parents and carers, staff and principal</li> <li>• use language and methods of <i>communication</i> appropriate to audience</li> <li>• use negotiation and <i>conflict resolution skills</i> to resolve differences</li> </ul>
<b>B.4</b> work collaboratively to set and achieve common goals	<ul style="list-style-type: none"> <li>• work as part of a team to set and achieve goals</li> <li>• recognise and support the roles, rights and responsibilities of key stakeholders</li> <li>• share knowledge, expertise and resources to benefit students' learning</li> <li>• participate in <i>collaborative planning and assessment</i></li> <li>• <i>work constructively with parents and carers to support students' learning and positive behaviour</i></li> <li>• identify and select appropriate community resources and services to address student needs</li> </ul>



## Professional Practice

**Competent teachers assess, plan and teach for the learning needs of all students.**

Competent teachers apply their practical and theoretical knowledge to the learning, teaching and assessing cycle in order to motivate and engage all students and optimise their learning.

Elements	Indicators of practice
<b>C.1 use fair, valid and reliable assessment strategies to inform teaching and learning</b>	<ul style="list-style-type: none"> <li>• use a range of assessment strategies including teacher, <i>self and peer assessments</i> that allow for students to demonstrate what they know and can do</li> <li>• ensure students are clear about what is being assessed</li> <li>• monitor student progress and provide timely and constructive <i>feedback</i></li> <li>• build <i>consistency of judgement</i> through moderated and <i>collaborative assessment strategies</i></li> <li>• fulfil school requirements for <i>formative and summative assessment</i> of student progress</li> </ul>
<b>C.2 plan concept-based teaching for deep understanding and transfer of learning</b>	<ul style="list-style-type: none"> <li>• base planning on current <i>curriculum frameworks</i></li> <li>• build on students' <i>prior learning</i>, interests and experiences</li> <li>• design sequential <i>learning tasks</i> to motivate and engage all students</li> <li>• establish <i>clear, challenging and achievable outcomes</i> for all students</li> <li>• plan for <i>performances of understanding</i></li> <li>• plan for individual students to achieve specific <i>differentiated learning outcomes</i></li> <li>• plan collaboratively with staff and students</li> </ul>
<b>C.3 use a range of appropriate teaching and learning strategies, materials and resources</b>	<ul style="list-style-type: none"> <li>• select appropriate strategies to extend students' thinking and understanding</li> <li>• create <i>flexible groupings</i> according to student needs</li> <li>• foster both <i>independent and cooperative learning</i></li> <li>• access a range of human, material and financial <i>resources</i> to meet student needs</li> <li>• be flexible and responsive in order to take advantage of unplanned learning opportunities</li> <li>• embed the use of information and communication technologies within real life applications</li> <li>• develop students' <i>literacy and numeracy skills</i></li> <li>• address diverse individual learning needs through appropriate interventions</li> </ul>
<b>C.4 report student progress to key stakeholders</b>	<ul style="list-style-type: none"> <li>• maintain accurate records of student progress</li> <li>• base reporting on ongoing <i>monitoring and assessment</i></li> <li>• report student achievement against agreed outcomes and standards</li> <li>• ensure reporting is in line with school and system requirements</li> <li>• ensure both <i>formal and informal reporting</i> are inclusive of all students</li> <li>• <i>report to students, parents and carers</i> in a respectful, non-threatening, timely and accessible manner</li> <li>• seek and consider feedback from parents and carers</li> <li>• when reporting to parents and carers, ensure consideration is given to relevant <i>socio-economic and cultural factors, and educational background</i></li> </ul>

# D

## Professional Practice

Competent teachers create and maintain a safe, inclusive and supportive learning environment.

Competent teachers recognise that social relationships and emotions affect learning. They acknowledge the link between learning and positive behaviour and they work to provide an environment that supports the learning needs of all students. In such an environment students will feel safe and be encouraged to fully participate.

Elements	Indicators of practice
<b>D.1</b> operate in an <i>equitable manner</i>	<ul style="list-style-type: none"> <li>• recognise and value <i>diversity</i></li> <li>• base interactions on a <i>social justice rationale</i></li> <li>• use <i>language that is inclusive and non-discriminatory</i></li> <li>• challenge <i>action that excludes and/or discriminates</i></li> <li>• model and teach students the skills to <i>act democratically</i></li> <li>• ensure all students have engaging learning opportunities and access to appropriate resources</li> </ul>
<b>D.2</b> establish a <i>collaborative and cooperative learning culture</i>	<ul style="list-style-type: none"> <li>• set clear, challenging and achievable expectations</li> <li>• encourage and value students' efforts and contributions</li> <li>• provide opportunities that encourage students to take <i>responsible educational risks</i> in their learning</li> <li>• encourage students to become self-motivated and share responsibility for their learning</li> <li>• provide prompt constructive <i>feedback</i> and encouragement to students, specifying their achievements</li> <li>• provide opportunities for all students to experience success at <i>valued tasks</i>, and to share and celebrate achievements</li> <li>• encourage parents and carers to be actively involved in the learning program</li> </ul>
<b>D.3</b> intentionally develop positive relationships with key stakeholders	<ul style="list-style-type: none"> <li>• recognise and support the <i>physical, emotional, social and cultural needs</i> of all students</li> <li>• make learning goals clear to key stakeholders</li> <li>• encourage participation in the learning program through sharing information</li> <li>• establish respectful, timely and effective <i>communication processes</i></li> <li>• acknowledge and draw on others' knowledge and expertise</li> </ul>
<b>D.4</b> establish and maintain a safe, positive and supportive physical environment	<ul style="list-style-type: none"> <li>• provide an <i>environment which is welcoming and age appropriate</i></li> <li>• ensure attention is given to the <i>physical comfort of all students</i></li> <li>• monitor the physical environment to ensure the safety of all involved</li> <li>• adapt the physical environment to meet the purposes of the learning activities</li> <li>• <i>recognise the impact the physical environment has on student behaviour</i> and anticipate and address student needs</li> <li>• ensure that organisation and routines are planned, explicit, purposeful, understood and managed</li> </ul>
<b>D.5</b> use strategies to support positive behaviour and build <i>resilience</i> in students	<ul style="list-style-type: none"> <li>• explicitly teach and model skills for <i>social competence</i>, and embed them in practice</li> <li>• provide a consistent approach in which expectations are evident, understood and reinforced</li> <li>• ensure <i>classroom rules</i> are evident and <i>consequences are fair, clear and logical</i></li> <li>• initially respond to <i>inappropriate behaviours</i> using <i>low level responses</i>, aiming to defuse the situation and redirect behaviour</li> <li>• encourage students to take responsibility for their own behaviour</li> <li>• teach students to <i>analyse inappropriate behaviour</i> and make decisions about choosing more appropriate behaviour in the future</li> <li>• have a <i>planned procedure to address challenging behaviours</i> and be familiar with <i>whole school procedures</i> for managing more <i>critical incidents</i></li> </ul>