



Tasmanian **Professional Teaching Standards Framework**





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These standards were developed by teachers in collaboration with representative bodies. The Competence and Accomplishment standards were developed in 2005-6 and funded by the Australian Government Department of Education, Science and Training as a quality teacher initiative under the Australian Government Quality Teacher Programme. The Graduate Teacher Standards were developed in 2007 by the Teachers Registration Board Tasmania.

## Tasmanian **Professional Teaching Standards Framework**



**Australian Government**  
**Quality Teacher Programme**



**CATHOLIC**  
education office  
HOBART



ASSOCIATION OF  
INDEPENDENT  
SCHOOLS OF  
TASMANIA



TEACHERS  
REGISTRATION BOARD  
*Tasmania*



Representative key stakeholders across the Tasmanian education community commend the *Tasmanian Professional Teaching Standards Framework* to the teaching profession. The Framework has been developed after wide consultation and confirms the values and high standards of teachers' professional practice. This Framework makes explicit for all stakeholders the complex nature of teaching and its use has the potential of enhancing the quality of teaching across all Tasmanian schools.

- Association of Heads of Independent Schools of Australia (AHISA)
- Association of Independent Schools Tasmania (AIST)
- Australian Education Union (AEU)
- Catholic Education Tasmania (CEO)
- Department of Education, Tasmania (DoE)
- Network of Education Associations Tasmania (NEAT)
- Tasmanian Catholic Education Employees' Association (TCEEA)
- Tasmanian Independent School Teachers' Association (TISTA)
- Tasmanian Principals' Association (TPA)
- Teachers Registration Board (TRB)
- Tasmanian teachers across all sectors
- University of Tasmania, Faculty of Education (UTAS)
- Tasmanian State School Parents and Friends Inc (2007)

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training

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## **Background** to the Tasmanian Professional Teaching Standards Framework

In 2004, key stakeholders from the Government, Catholic and Independent sectors, along with practising teachers and representatives from the University of Tasmania, the Teachers Registration Board, education unions and professional associations recommended a framework of professional teaching standards for Tasmanian teachers be developed and implemented.

The resulting Framework, *Tasmanian Professional Teaching Standards Framework*, identifies four interconnected career stages or dimensions of teachers' professional capacity and achievement. These career Dimensions are Graduate, Competence, Accomplishment and Leadership and reflect the broad continuum of a teaching career. The Framework is developed around four Professional Elements of Knowledge, Relationships, Practice and Values. Both the Dimensions and Professional Elements of the Framework align, as required, with the National Framework for Professional Standards for Teaching, endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 2003.

The professional teaching standards for the Graduate, Competence and Accomplishment Dimensions are presented in this document. The Competence and Accomplishment standards were unanimously endorsed in December 2005 by key stakeholders as appropriate standards for Tasmanian teachers. The Graduate Dimension was developed and endorsed in 2007.

Throughout the development of the three Dimensions, the teaching profession has been responsible for and fully engaged in the process. In consultation with a diversity of stakeholders, teachers from across the state and sectors developed the standards which were further refined by a small cross-sectoral working party.

The purpose of the Framework is to 'map the territory' of teaching, explicitly describing what it is that teachers should know, value and be able to do at the different stages of their careers. These professional teaching standards unpack the complex craft that is teaching, describing it in broad and generic terms and reflect the different standards that competent and accomplished teachers are expected to achieve.

A glossary has been developed to enhance the effectiveness of the Framework by providing detailed explanations for a range of terms. Each italicised term in the Framework is explained in the glossary. Downloadable versions of both the *Tasmanian Professional Teaching Standards Framework* and the Glossary are available on the web at <http://trb.tas.gov.au/>

Graduate teachers will be expected to meet the standards of the Graduate Dimension. The standards of the Competence Dimension will apply to all Tasmanian teachers regardless of sector and will be used as a basis for registration.

It is intended that these professional teaching standards will continue to evolve, contributing to the definition of teacher professionalism.

### The four career Dimensions

<b>1</b>	<b>Graduate</b> (2007)	At this level the professional teaching standards describe the standard that graduate teachers, having completed their pre-service course, will be expected to meet. Graduate teachers are about to begin their teaching careers and will be expected to have gained theoretical understandings about teaching and learning through their studies, and applied these understandings through limited teaching practice such as supervised practicum and internships.
<b>2</b>	<b>Competence</b> (2005)	At this level the professional teaching standards describe the standard of teaching that all teachers will be expected to reach to gain full entry to the profession. They describe what teachers do in their practice as they assess, plan for and teach a diverse range of students; the professional relationships developed; the creation of a supportive learning environment and the professional knowledge and understanding required to achieve this level.
<b>3</b>	<b>Accomplishment</b> (2005)	At this level the professional teaching standards describe teaching practice that highly proficient and successful teachers attain. The standards describe these teachers' level of in-depth knowledge, proficiency, pedagogical expertise, and advocacy for their profession and their schools that enables them to provide a high quality education for all the students they teach.
<b>4</b>	<b>Leadership</b>	At this level the professional teaching standards describe the standard that some individuals will reach as they apply their professionalism in ways that are transformative for their profession, for students and the community.

The overview shows the four Dimensions that form the *Tasmanian Professional Teaching Standards Framework*. Each Dimension covers four interconnected and interrelated Professional Elements of Knowledge, Relationships, Practice and Values which collectively comprise the central focus of teachers' work.

The overview also shows that Professional Values underpin all of the Dimensions.

## Dimensions

# 1

# 2

Elements		<b>Graduate</b> Within the context of an approved pre-service teacher education course and supervised internship		<b>Competence</b>
<b>Professional Knowledge</b> Reflective practice and professional growth	<b>A</b>	<b>Demonstrate current professional knowledge and understanding in teaching practice</b>	<b>A</b>	<b>Demonstrate current professional knowledge and understanding in teaching practice</b>
<b>Professional Relationships</b> Developing partnerships in school and community	<b>B</b>	<b>Understand the importance of, and demonstrate a capacity to develop effective professional relationships with the school, and pre-service communities</b>	<b>B</b>	<b>Develop effective professional relationships with students, and the school and wider communities</b>
<b>Professional Practice</b> Learning, teaching and assessing within a supportive environment to meet the needs of all students	<b>C</b> <b>D</b>	<b>Assess, plan and teach for the learning needs of a range of students</b> <b>Demonstrate the ability to plan for, and maintain a safe, inclusive and supportive learning environment</b>	<b>C</b> <b>D</b>	<b>Assess, plan and teach for the learning needs of all students</b> <b>Create and maintain a safe, inclusive and supportive learning environment</b>
<b>Professional Values</b> Learning community values underpin the standards	<b>dignity, respect, integrity, empathy, justice ...</b>			

**Overview** – Tasmanian Professional Teaching Standards Framework

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4

	Accomplishment		Leadership
A	Expand, interpret and integrate deep professional knowledge and understanding into teaching practice		
B	Develop and sustain productive learning partnerships with students, the school community and wider networks		
C	Assess, plan and teach for challenging differentiated outcomes for each student		
D	Sustain a highly supportive, safe and inclusive learning environment		



**Dimension 1 Graduate Standards**

Dimension 1 Graduate standards describe what graduate teachers are expected to know, value and be able to do upon completion of their pre-service course. Graduate teachers are about to begin their careers and will be expected to have gained theoretical understandings about teaching and learning through study and be able to demonstrate application of this knowledge and practice through their supervised teaching experiences.

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 context.

# A

# B

## Professional Knowledge

## Professional Relationships

Within the context of an approved pre-service teacher education course and supervised internship, graduates will

Professional Knowledge		Professional Relationships	
Elements		Elements	
A.1	demonstrate knowledge of how students learn	B.1	understand the importance of and make deliberate efforts to establish professional teacher-student relationships
A.2	demonstrate critical content knowledge, key concepts and essential understandings of the subject areas they teach	B.2	understand the importance of and demonstrate a capacity to explicitly teach the skills for developing social competence to promote positive relationships
A.3	demonstrate a knowledge and understanding of the literacy, numeracy and information and communication technology demands of specific teaching areas	B.3	communicate effectively in a range of ways with stakeholders in the school and pre-service communities
A.4	know how to design engaging learning sequences and appropriate processes and skills required to teach them	B.4	work collaboratively to set and achieve common goals
A.5	demonstrate an ability to reflect on and evaluate their teaching practice to seek and value continual improvement		
A.6	know, understand and adhere to legal and ethical obligations, and be aware of the nature of professional behaviour		

**Professional Values – dignity,**

# C

# D

## Professional Practice

## Professional Practice

Within the context of an approved pre-service teacher education course and supervised internship, graduates will

assess, plan and teach for the learning needs of a range of students

demonstrate the ability to plan for and maintain a safe, inclusive and supportive learning environment

### Elements

### Elements

**C.1** plan and use fair, valid and reliable assessment strategies to inform teaching and learning

**D.1** operate in an equitable manner

**C.2** plan teaching for deep understanding and transfer of learning

**D.2** plan for and work towards the establishment of a collaborative and cooperative learning culture

**C.3** be familiar with and use a range of appropriate teaching and learning strategies, materials and resources

**D.3** intentionally develop positive relationships with students and colleagues

**C.4** provide prompt constructive feedback to students

**D.4** plan for and maintain a safe, positive and supportive physical environment

**C.5** demonstrate the capacity to report student progress to key stakeholders

**D.5** demonstrate the ability to apply a range of strategies to support positive behaviour management

**D.6** demonstrate the ability to apply a range of strategies to build resilience in students

respect, integrity, empathy, justice...

# A

## Professional Knowledge

Within the context of an approved pre-service teacher education course and supervised internship, graduates will demonstrate current professional knowledge and understanding in teaching 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 impact that student interests, needs and circumstances can have on learning, and work towards knowing the students they teach</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 demonstrate critical content knowledge, key concepts and essential understandings of the subject areas they teach</b>	<ul style="list-style-type: none"> <li>• demonstrate relevant knowledge of current content and related concepts</li> <li>• have knowledge of current <i>curriculum and assessment requirements</i></li> <li>• have knowledge of <i>information and communication technologies</i> to support students' ongoing learning</li> <li>• have knowledge of methods of inquiry relevant to the content area</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 demonstrate a knowledge and understanding of the literacy, numeracy and ICT demands of the specific teaching area.</b>	<ul style="list-style-type: none"> <li>• demonstrate a knowledge of literacy, numeracy and information and communication technology (ICT) theory</li> <li>• understand student's literacy, numeracy and ICT development</li> <li>• understand and interpret literacy, numeracy and ICT assessment data</li> <li>• demonstrate a repertoire of strategies to support literacy, numeracy and ICT development and be able to articulate the connection to theory</li> <li>• support literacy, numeracy and ICT learning in specific teaching contexts</li> </ul>
<b>A.4 know how to design engaging learning sequences and appropriate 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>• demonstrate knowledge of a range of assessment strategies that allow students to demonstrate what they know and can do</li> <li>• establish clear, challenging and achievable short and long term goals for students' learning</li> <li>• know how to access a range of materials and resources to support learning</li> <li>• know the <i>principles of learning, teaching and assessment</i>, the connections between these and the implications for student learning</li> </ul>
<b>A.5 demonstrate an ability to reflect on and evaluate their teaching practice to seek and value continual improvement</b>	<ul style="list-style-type: none"> <li>• develop <i>reflective strategies</i> to identify strengths, areas for improvement and <i>professional and personal needs</i></li> <li>• seek and accept constructive feedback to inform teaching</li> <li>• work to address areas identified for improvement</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> <li>• understand the importance of career long professional learning</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>• understand the importance of maintaining professional conduct as described in relevant <i>codes of professional ethics and conduct</i></li> <li>• demonstrate professional knowledge about schooling, schools and the people in them</li> <li>• understand and demonstrate <i>duty of care</i></li> <li>• demonstrate a knowledge of and adherence to the obligations of current legal and ethical frameworks</li> <li>• ensure that relevant <i>guidelines, policies and regulations</i> are understood and followed in practice</li> <li>• maintain appropriate <i>professional relationships</i> with students, teachers and other members of the school community</li> <li>• demonstrate an understanding of the importance of reflecting the values of the <i>school community</i></li> <li>• understand and fulfill the <i>administrative duties, school protocols and professional responsibilities</i> of teachers</li> </ul>

# B

## Professional Relationships

Within the context of an approved pre-service teacher education course and supervised internship, graduates will understand the importance of and demonstrate a capacity to develop effective professional relationships within the school and pre-service communities.

Elements	Indicators of practice
<b>B.1</b> understand the importance of and 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>• identify the interests, abilities and needs of individual students</li> <li>• identify and support students' <i>physical, emotional, social, intellectual, spiritual, environmental and cultural needs</i></li> <li>• <i>listen actively</i> and respond with appropriate verbal and non-verbal communication</li> <li>• demonstrate a flexible approach to support positive relationships</li> <li>• be clear about the consequences of inappropriate relationships and behaviours</li> </ul>
<b>B.2</b> understand the importance of and demonstrate a capacity to explicitly teach the skills for developing <i>social competence</i> to promote positive relationships	<ul style="list-style-type: none"> <li>• model appropriate social behaviour in all situations</li> <li>• understand the importance of ensuring that all students know and understand <i>expectations for positive social interactions</i></li> <li>• know how to explicitly teach skills for cooperation, friendship-making, dealing with feelings and alternatives to aggression, taking account of age and developmental stages</li> <li>• give examples of how to support in everyday interactions the development and practice of skills of social competence</li> <li>• <i>positively reinforce</i> in everyday interactions the use of skills of <i>social competence</i></li> <li>• model and teach skills to develop tolerance and respect for difference</li> </ul>
<b>B.3</b> communicate effectively in a range of ways with <i>stakeholders</i> in the school and pre-service communities	<ul style="list-style-type: none"> <li>• demonstrate a command of English which enables effective <i>communication</i> with students and members of the community</li> <li>• demonstrate the capacity for ongoing and effective <i>communication</i> with students, staff, parents and carers and community</li> <li>• foster respect and trust, and guarantee <i>confidentiality</i> where appropriate</li> <li>• develop a calm and approachable demeanour</li> <li>• understand accountability to parents and carers, staff and principal</li> <li>• develop the capacity to match language and methods of <i>communication</i> to audience community</li> <li>• develop and 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 the roles, rights and responsibilities of students, parents and carers, teaching colleagues, support and administration staff</li> <li>• share knowledge, expertise and resources to benefit students' learning</li> <li>• participate in <i>collaborative planning and assessment</i></li> <li>• understand the role of teacher aides in planning and supervising their work</li> <li>• identify ways of <i>working constructively with parents and carers to support students' learning and positive behaviour</i></li> <li>• identify appropriate community resources and services to address student needs</li> </ul>



## Professional Practice

Within the context of an approved pre-service teacher education course and supervised internship, graduates will assess, plan and teach for the learning needs of a range of students.

Elements	Indicators of practice
<b>C.1 plan and use fair, valid and reliable assessment strategies to inform teaching and learning</b>	<ul style="list-style-type: none"> <li>• use appropriate assessment strategies to allow students to demonstrate what they know and can do</li> <li>• ensure students are clear about what is being assessed</li> <li>• demonstrate the ability to monitor student progress and provide timely and constructive <i>feedback</i></li> <li>• demonstrate a knowledge of how to build <i>consistency of judgement</i> through moderated and <i>collaborative assessment strategies</i></li> <li>• interpret and use assessment data to inform planning and teaching</li> <li>• understand and contribute to school requirements for <i>formative and summative assessment</i> of student progress</li> </ul>
<b>C.2 plan 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 and assist the development of deep conceptual understandings of curriculum content</li> <li>• establish <i>clear, challenging and achievable outcomes</i> for all students</li> <li>• plan for demonstration of understanding</li> <li>• plan for individual students to achieve specific <i>differentiated learning outcomes</i></li> <li>• plan collaboratively with staff and students</li> <li>• plan activities that foster problem-solving, self-expression and creativity</li> </ul>
<b>C.3 be familiar with and 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 <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 ICT within real life applications</li> <li>• develop students' <i>literacy, numeracy and ICT skills</i></li> <li>• address diverse individual learning needs through appropriate interventions</li> </ul>
<b>C.4 provide prompt constructive feedback to students</b>	<ul style="list-style-type: none"> <li>• provide specific and explicit information about the degree of achievement of specific goals</li> <li>• use progress towards goals to inform future learning</li> <li>• use errors and misconceptions as opportunities for learning</li> <li>• provide encouragement</li> <li>• provide oral, written, formal or informal feedback as appropriate</li> <li>• check for students' understanding of feedback</li> </ul>
<b>C.5 demonstrate the capacity to report student progress to key stakeholders</b>	<ul style="list-style-type: none"> <li>• demonstrate knowledge of a range of reporting strategies</li> <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>• demonstrate an ability to <i>report to students, parents and carers</i> in a respectful, non-threatening, timely and accessible manner</li> <li>• understand that parents and carers are important contributors to the reporting process</li> <li>• understand the importance of consideration being given to relevant <i>socio-economic and cultural factors, and educational background</i>, when reporting to parents and carers</li> </ul>

# D

## Professional Practice

Within the context of an approved pre-service teacher education course and supervised internship, graduates will demonstrate the ability to plan for, and maintain a safe, inclusive and supportive learning environment.

Elements	Indicators of practice
<b>D.1</b> operate in an equitable manner	<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>• understand the importance of and use <i>language that is inclusive and non-discriminatory</i></li> <li>• identify and challenge <i>action that excludes and/or discriminates</i></li> <li>• model and teach students the skills to <i>act democratically</i></li> <li>• plan for all students to have engaging learning opportunities and access to appropriate resources</li> <li>• provide access to a rich, challenging curriculum for all students</li> </ul>
<b>D.2</b> plan for and work towards the establishment of a collaborative and cooperative learning culture	<ul style="list-style-type: none"> <li>• plan clear, challenging and achievable expectations</li> <li>• encourage and value students' efforts and contributions</li> <li>• plan opportunities that encourage students to take <i>responsible educational risks</i> in their learning</li> <li>• demonstrate a knowledge of how to encourage students to become self-motivated and share responsibility for their learning</li> <li>• plan opportunities for all students to experience success at a <i>range of meaningful tasks</i> and to share and celebrate achievements</li> <li>• plan opportunities for parents and carers to be actively involved in the learning program</li> </ul>
<b>D.3</b> intentionally develop positive relationships with students and colleagues	<ul style="list-style-type: none"> <li>• recognise the <i>physical, emotional, social and cultural needs</i> of all students and demonstrate a knowledge of how to support these needs</li> <li>• make learning goals clear</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> plan for and maintain a safe, positive and supportive physical environment	<ul style="list-style-type: none"> <li>• provide an environment which is welcoming and age appropriate</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>• plan routines that are explicit, purposeful and understood</li> </ul>
<b>D.5</b> demonstrate the ability to apply a range of strategies used to support positive behaviour management	<ul style="list-style-type: none"> <li>• understand the impact of context on behaviour and make adjustments to place students at their best advantage</li> <li>• use positive reinforcement judiciously and systematically</li> <li>• negotiate positively stated expectations with the class, and teach and reinforce these expectations</li> <li>• be familiar with current thinking and research on children's behaviour, including bullying and its impact</li> <li>• analyse, understand and plan behaviour support for students</li> <li>• have a <i>planned classroom procedure to address challenging behaviours</i>, aligning with <i>whole school procedures</i> and structures</li> </ul>
<b>D.6</b> demonstrate the ability to apply a range of strategies to build resilience in students	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the importance of skills for <i>social competence</i></li> <li>• explicitly teach, model and embed in daily practice the skills of social competence</li> <li>• provide a consistent approach in which expectations are taught, understood and reinforced</li> <li>• plan <i>classroom rules</i> in line with school wide expectations</li> </ul>



## 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.



# A

# B

<b>Professional Knowledge</b>		<b>Professional Relationships</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.	
<b>Elements</b>		<b>Elements</b>	
<b>A.1</b>	<b>demonstrate knowledge of how students learn</b>	<b>B.1</b>	<b>make deliberate efforts to strengthen professional teacher-student relationships</b>
<b>A.2</b>	<b>know the critical content knowledge, key concepts and essential understandings of the subject</b>	<b>B.2</b>	<b>explicitly teach the skills for developing social competence to promote positive relationships</b>
<b>A.3</b>	<b>know how to design engaging learning sequences and the processes and skills required to teach them</b>	<b>B.3</b>	<b>communicate effectively with all stakeholders</b>
<b>A.4</b>	<b>engage in systematic professional learning to extend skills and capacities</b>	<b>B.4</b>	<b>work collaboratively to set and achieve common goals</b>
<b>A.5</b>	<b>reflect on and evaluate their teaching practice to continually improve</b>		
<b>A.6</b>	<b>know, understand and adhere to legal and ethical obligations and be aware of the nature of professional behaviour</b>		
<b>Professional Values – dignity,</b>			

# C

# D

Professional Practice		Professional Practice	
Competent teachers assess, plan and teach for the learning needs of all students.		Competent teachers create and maintain a safe, inclusive and supportive learning environment.	
Elements		Elements	
C.1	use fair, valid and reliable assessment strategies to inform teaching and learning	D.1	operate in an equitable manner
C.2	plan concept-based teaching for deep understanding and transfer of learning	D.2	establish a collaborative and cooperative learning culture
C.3	use a range of appropriate teaching and learning strategies, materials and resources	D.3	intentionally develop positive relationships with key stakeholders
C.4	report student progress to key stakeholders	D.4	establish and maintain a safe, positive and supportive physical environment
		D.5	use strategies to support positive behaviour and build resilience in students

respect, integrity, empathy, justice...

# 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>



### 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.



# A

# B

<b>Professional Knowledge</b>		<b>Professional Relationships</b>	
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.	
<b>Elements</b>		<b>Elements</b>	
<b>A.1</b>	<b>demonstrate the integration of current knowledge and understanding of critical content knowledge, pedagogy, learners and learning</b>	<b>B.1</b>	<b>actively develop and promote effective professional relationships with and among all stakeholders</b>
<b>A.2</b>	<b>are committed to systematic continuous lifelong learning</b>	<b>B.2</b>	<b>purposefully engage stakeholders in developing and maintaining learning partnerships</b>
<b>A.3</b>	<b>consciously engage in continual inquiry and critically reflect on their practice</b>	<b>B.3</b>	<b>initiate and encourage timely and effective communication with and between all stakeholders</b>
<b>A.4</b>	<b>develop and support the learning community through sharing professional knowledge and understanding</b>	<b>B.4</b>	<b>contribute significantly to building dynamic learning communities</b>
<b>A.5</b>	<b>know, understand and adhere to legal, ethical and professional obligations</b>		
<b>Professional Values – dignity,</b>			

# C

# D

Professional Practice		Professional Practice	
Accomplished teachers assess, plan and teach for challenging differentiated outcomes for each student.		Accomplished teachers sustain a highly supportive, safe and inclusive learning environment.	
Elements		Elements	
C.1	seamlessly use a range of inclusive assessing processes to inform planning and improve teaching practice	D.1	foster healthy relationships with students and colleagues, based on respect, empathy and trust
C.2	responsively plan purposeful, challenging and differentiated teaching for understanding	D.2	model and explicitly teach skills for long-term social effectiveness
C.3	use an extensive and informed teaching repertoire and range of resources to extend students' level of thinking and understanding	D.3	deliberately foster a sense of community including collective responsibility and democratic processes
C.4	personalise the learning to meet the diverse needs of all students	D.4	establish and sustain a culture of independent and collaborative learning, based on school values
C.5	report student progress to key stakeholders	D.5	provide a consistently supportive physical environment that is responsive to the needs of all students

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

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



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

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

## Acknowledgements

In the process of developing the *Tasmanian Professional Teaching Standards Framework* the professional knowledge and expertise of an extensive number of Tasmanian teachers were sought. In addition, sets of professional teaching standards, both international and Australian, were consulted together with widespread current professional readings relating to teaching practice and professional teaching standards.

The following nominated expert teachers participated in the Functional Analysis process to establish the basis for the *Tasmanian Professional Teaching Standards Framework*.

### Dimension 1 & 2 – Graduate Teacher and Competence

Sue-Ann Beaumont	Leighland Christian School
Bruce Campbell	Spreyton Primary School
Dave Chadwick	Herdsmans Cove Primary School
Donna Eaves	Ravenswood Heights Primary School
Noleine Fitzallen	Rosetta High School
Caroline Hayes	Geeveston District High School
Kelly Jeffrey	St Johns School
Ariane Middleton	Ouse District High School
Andrea Porte	New Norfolk Primary School
Jan Febey	Facilitator

### Dimension 3 – Accomplishment

Lynne Collidge	Hobart College
Susan Dishington	Emmanuel Christian School
Vicki Hales	Acton Primary School
Roger Harlow	St Helens District High School
Chris Hussey	St Michael's Collegiate School
Denise Neal	School Education Division
Rodney O'Keefe	Bracknell Primary School
Alison Purdon	Deloraine High School
Kris Reeve	Sacred Heart College
Christine Topfer	Hartz Support Service
Craig White	Ulverstone High School
Sandra White	Mount Stuart Primary School
Sally Williams	MacKillop College
Anne Wright	Summerdale Primary School
Cathy Young	Cambridge Primary School
Jan Febey	Facilitator

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Australian Literacy Educators' Association (ALEA)  
Early Childhood Educators of Tasmania (ECET)  
Mathematical Association of Tasmania (MAT)  
Science Teachers' Association of Tasmania (STAT)  
Tasmanian Association for the Teaching of English (TATE)

### The following Standards Working Party continued the development of the standards through to endorsement.

Carol Bett	Manager, Recognition Services, Department of Education
Chris Hussey	St Michael's Collegiate School
Margaret Kelly	Recognition Services, School Education Division
Sharyn Lidster	Office for Educational Review, Department of Education
Kate O'Driscoll	St Aloysius School
Di O'Toole	Recognition Services, School Education Division
Christine Topfer	Office for Educational Review, Department of Education

### Standards Oversight Committees 2004

Bernadette Alexander	Australian Government Quality Teacher Programme
Roslyn Arnold	Faculty of Education, University of Tasmania
Carol Bett	Department of Education
David Billing	Network of Education Associations of Tasmania
Angela Bird	Department of Education
Elizabeth Bourke	Australian Government Quality Teacher Programme
Penny Cocker	Teachers Registration Board
Tony Crehan	Association of Independent Schools of Tasmania
Craig Deayton	Association of Heads of Independent Schools of Australia
Jenny Gale	Office for Educational Review, Department of Education
Irene Gray	Department of Education
David Hanlon	Department of Education
Ann-Marie Johnson	Teacher Representative
David Kronenberg	Australian Government Quality Teacher Programme
Robyn Kronenberg	Association of Heads of Independent Schools of Australia
Susan O'Donnell	Catholic Education Office
Denis Phillips	Catholic Education Office
Ruth Radford	Department of Education
Kate Shipway	Equity Standards Branch, Department of Education
Leigh Taylor	Human Resources Management, Department of Education
Jean Walker	Australian Education Union
David McRae	Facilitator

### Standards Oversight Committees 2005/2006

Carol Bett	Department of Education
David Billing	Network of Education Associations of Tasmania
Penny Cocker	Teachers Registration Board
Tony Crehan	Association of Independent Schools of Tasmania
Craig Deayton	Association of Heads of Independent Schools of Australia
Jane Evans	Human Resources Management, Department of Education
Jenny Gale	Office for Educational Review, Department of Education
Irene Gray	Department of Education
John Green	Association of Heads of Independent Schools of Australia
David Hanlon	Department of Education
Margaret Kelly	Department of Education
David Kronenberg	Australian Government Quality Teacher Programme
Annette Moulton	Teacher Representative
Esmé Murphy	Department of Education
Denise Neal	Teacher Representative
Susan O'Donnell & Allan Clark	Catholic Education Office
Peter Osborne	Tasmanian Principals' Association
Pamela Page	Faculty of Education, University of Tasmania
Alison Purdon	Teacher Representative
Ruth Radford	Department of Education
Donna Satterthwait	Faculty of Education, University of Tasmania
Kate Shipway	Faculty of Education, University of Tasmania
Chris Smallbane & Angela Briant	Tasmanian Catholic Education Employees Association
Leigh Taylor	Department of Education
Gillian Unicom	Tasmanian Independent School Teachers Union
Jean Walker	Australian Education Union

**Standards Advisory Committee, Teachers  
Registration Board 2007**

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Wendy Armstrong	Tasmanian State School Parents and Friends Inc
Carol Bett	Teachers Registration Board
Assoc Prof	Faculty of Education, University of Tasmania
Ross Brooker	
Tony Crehan	Association of Independent Schools of Tasmania
Anne French	Department of Education Tasmania
Jeff Garsed	Australian Education Union
Jill Holloway	Independent Education Union of Tasmania
Karen Kimber	Tasmanian Independent School Teachers Union
Bernard Knight & Janine Bowes	Network of Education Associations of Tasmania
Dr Susan O'Donnell	Catholic Education Office
Prof John Williamson	Faculty of Education, University of Tasmania

**Further information or feedback**

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Copies of the Tasmanian Professional Teaching Standards Framework can be downloaded from the Teachers Registration Board website <http://trb.tas.gov.au>

For further information or feedback, contact the Teachers Registration Board Tasmania:  
[trb.admin@education.tas.gov.au](mailto:trb.admin@education.tas.gov.au)