Professional
Teaching Standards

CONTENTS

The Framework of Professional Teaching Standards provides a common reference point to describe, celebrate and support the complex and varied nature of teachers' work. The Professional Teaching Standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.

Application of the Standards will sustain and stimulate teachers in their professional practice and support quality learning opportunities for all students. Improving student learning is the central purpose of teaching. The Standards articulate the link between the quality of teachers' practice and student learning. All the standards are described in a context of improving student learning by either directly focusing on quality teaching practices or indirectly by focusing on the knowledge and skills of teachers.

The Framework describes clear benchmarks for identifying and describing effective teaching. The Standards provide a language that can be used by teachers to communicate with the community about their profession and in so doing advance the status and standing of the profession.

THE STRUCTURE OF THE FRAMEWORK

The Framework of Professional Teaching Standards comprises four key stages, three teaching domains and seven elements.

KEY STAGES

The four key stages are designed as a foundation for the future accreditation of teachers.

The key stages are:

Graduate teacher
Graduate teachers are beginning their teaching career in NSW. They have undertaken an approved program of teacher preparation or its equivalent elsewhere, and possess the requisite

knowledge, skills, values and attitudes to plan for and manage successful learning.

These teachers are equipped to engage in and negotiate a process of ongoing professional learning. They identify their development needs and seek advice and support from colleagues. They have high expectations of themselves as professional learners and for the learning of their students. Their commitment to students and student learning is reflected in their desire to support students' achievement of the highest possible education outcomes.

They have the commitment, enthusiasm and interpersonal skills to assume a professional role within schools and their broader communities and to contribute to the operations of a school as a whole.

Professional Competence
Professionally competent teachers have demonstrated successful teaching experience. They have met the standards for professional competence.

They effectively monitor, evaluate and plan for learning. They are able to tailor teaching programs to meet the needs of individuals and groups within the class.

These teachers have a record of effective and ongoing professional learning. They work collegially and in teams to further enhance their professional practice. They take responsibility for collaboration with others to identify and address their own learning needs.

They are effective members of a school and its broader community and interact effectively with all those involved.

Professional Accomplishment
They are highly accomplished and

successful practitioners. They are recognised by other teachers as having in-depth subject knowledge and pedagogy. They keep abreast of and contribute to professional learning and educational discussions as well as contributing to the professional learning of others.

They engage in educational and professional discussions and debates. They recognise their role in contributing to the professional learning of others including mentoring beginning teachers.

These teachers are advocates for the profession and their school. They communicate effectively to diverse audiences. They interact professionally with the community.

Professional Leadership
These teachers have a record of outstanding teaching and are committed to enhancing the quality of teaching and learning. They are committed educators who can articulate a vision of education to their students, peers, the profession and the wider community.

They may be employed in formal leadership positions within schools.

They are knowledgeable about the latest developments in pedagogy and can apply those developments to improve student learning. They have outstanding interpersonal and leadership skills. These skills are underpinned by principles of fairness, compassion and integrity.

They recognise the talents of others and promote and encourage those people to achieve their potential. They apply critical analysis and problem-solving skills to educational matters. They

engage in professional learning and assist and support the professional learning needs of others, particularly induction programs for beginning teachers. They communicate effectively with the community to support the development of the school and promote student learning.

DOMAINS

The Standards within each key stage are intended to describe the nature of teachers' work in three domains:

They are:
- Professional Knowledge
- Professional Practice
- Professional Commitment.

Professional Knowledge

This domain encompasses knowledge and understanding of the fundamental ideas, principles and structure of the subject/disciplines taught by teachers. It includes knowledge and understanding of the links to other content areas as well as integration of that learning across and between content areas. This knowledge includes the application of content to curriculum requirements as they apply in the school.

For teachers, knowledge of subject content is inextricably linked to the need to know and understand what constitutes effective pedagogy in the learning area. All teachers, both primary and secondary, must both know their subject/content and how to teach it.

The domain also includes in-depth knowledge of the characteristics of students and their implications for teaching and learning. These characteristics include the diverse social, cultural, ethnic, religious and special-learning-needs background of students and the influences these have on teaching and learning. It includes knowledge of varied approaches to learning and how students' skills, interests and prior learning affect learning. In addition, it incorporates knowledge of typical physical and intellectual development characteristics of students.

The mandatory components of teacher education are also incorporated into this domain. They include knowledge of information and communication

technologies; capacity to apply effective strategies for teaching Aboriginal and Torres Strait Islander students, students with special education needs, students from non-English speaking backgrounds, students with challenging behaviour; and literacy education.

Professional Practice

This domain focuses on the action or process of teaching as well as the knowledge and skills gained through experience as a teacher. It encompasses the effective development of teaching and learning programs and the appropriate organisation, selection, development and use of materials and resources.

The domain includes the ability to communicate effectively with students. Effective communication includes a repertoire of inquiry techniques and teaching strategies as well as the ability to use a range of tools, activities, and resources to engage their students in learning. It includes the capacity to communicate the essential concepts and relationships of the teaching area as well as relating to students and assisting their emotional and social development.

The importance of effective planning, assessment and reporting is also essential to a teacher's practice. This incorporates the ability to plan for learning, use a range of formative and summative assessment techniques and report on learning. Underpinning this component of teaching practice is the provision of both formal and informal feedback to students as a stimulus to learning.

Fundamental to this domain is the capacity of teachers to establish a climate where learning is valued and fostered. This climate is established largely by managing the range of behaviours and situations that can occur in the classroom.

Professional Commitment

The commitment domain encompasses the capacity of teachers to reflect critically on their own practice accompanied by a commitment to their own development. A major component of this is the ability to engage in personal and collegial professional learning including contributing to professional communities.

This domain describes also the relationship of teachers to the wider community. Teachers do not operate in isolation but rather value opportunities to engage actively with other members of their profession and their school communities. They understand and value the importance of close links between the school, home and community in the social and intellectual development of their students.

Finally, this domain is concerned with ensuring teachers adopt professional ethics with regard to their own conduct and that of others. This includes the capacity to act professionally at all times in their dealings with students, peers, colleagues and the community.

ELEMENTS

The elements describe the areas encompassed within the domains. They give a logical organisational structure for consistent presentation of the standards within each key stage.

The seven elements are:
- Teachers know their subject/content and how to teach that content to their students
- Teachers know their students and how students learn
- Teachers plan, assess and report for effective learning
- Teachers communicate effectively with their students
- Teachers create and maintain safe and challenging learning environments through the use of classroom management skills
- Teachers continually improve their professional knowledge and practice
- Teachers are actively engaged members of their profession and the wider community.

ELEMENT 1
TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

ASPECT	KEY STAGE			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Knowledge of subject content	1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).	1.2.1 Apply and use knowledge of the content/discipline(s) through effective, content-rich, teaching activities and programs relevant to the stage.	1.3.1 Exhibit and share comprehensive knowledge of the content/discipline(s) with other teachers to develop exemplary, content-rich, teaching activities and programs.	1.4.1 Initiate or lead the development of policies, programs and processes that advance students' learning through the use of high-level knowledge of the content/ discipline(s) taught.
Knowledge of pedagogy	1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught.	1.2.2 Apply research-based, practical and theoretical knowledge of the pedagogies of the content/discipline(s) taught to meet learning needs of students.	1.3.2 Mentor colleagues to ensure that classroom programs and teaching strategies are pedagogically sound and research-based.	1.4.2 Initiate or lead the development of pedagogically-sound, research-based and effective policies, programs and processes.
Knowledge of NSW curriculum requirements	1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.	1.2.3 Design and implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.	1.3.3 Assist and advise on the implementation of contextually relevant, high quality teaching and learning programs and activities using expert knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.	1.4.3 Evaluate existing teaching and learning programs and lead further development by using expert knowledge of NSW syllabus documents or other curriculum requirements of the Education Act.
Knowledge of information and communication technologies (ICT) in the following areas:	1.1.4 Demonstrate current knowledge and proficiency in the use of the following: • Basic operational skills • Information technology skills • Software evaluation skills • Effective use of the internet • Pedagogical skills for classroom management.	1.2.4 Apply current knowledge and skills in the use of ICT in the classroom to meet syllabus outcomes in the following: • Basic operational skills • Information technology skills • Software evaluation skills • Effective use of the internet • Pedagogical skills for classroom management.	1.3.4 Exhibit and share current skills in the use of ICT in the classroom to meet syllabus outcomes in the following: • Operational skills • Information technology skills • Software evaluation skills • Effective use of the internet • Pedagogical skills for classroom management.	1.4.4 Initiate or lead the implementation of policies and processes to integrate ICT into the learning environment.

ELEMENT 2
TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

ASPECT	KEY STAGE			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Knowledge of and respect for the diverse social, cultural, ethnic and religious backgrounds of students, and the effects of these factors on learning	2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.	2.2.1 Apply knowledge of the impact of social, ethnic, cultural and religious background factors to meet the learning needs of all students.	2.3.1 Exhibit and share theoretical and practical knowledge of the effects of social, ethnic, cultural and religious background factors to meet the learning needs of all students.	2.4.1 Use expert theoretical knowledge of student diversity to develop effective and practical policies, programs and teaching strategies that address students' social, ethnic, cultural and religious backgrounds.
Knowledge of the physical, social and intellectual developmental characteristics of the age group(s) of students	2.1.2 Demonstrate knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns.	2.2.2 Apply knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns.	2.3.2 Exhibit and share theoretical and practical knowledge of typical stages of students' physical, social and intellectual development, as well as an awareness of exceptions to general patterns.	2.4.2 Monitor and evaluate teaching and learning using expert knowledge of typical stages of students' physical, social and intellectual development, as well as an awareness of exceptions to general patterns.
Knowledge of students' varied approaches to learning	2.1.3 Demonstrate knowledge of students' different approaches to learning.	2.2.3 Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes.	2.3.3 Share practical and theoretical knowledge of the different approaches to learning to enhance learning outcomes.	2.4.3 Evaluate and monitor teaching and learning by using expert knowledge of the different approaches to learning to enhance student learning outcomes.
Knowledge of how students' skills, interests and prior achievements affect learning	2.1.4 Demonstrate knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.	2.2.4 Apply knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.	2.3.4 Exhibit and facilitate the sharing of knowledge and understanding of the skills, interests and prior achievements of students and the impact of these factors for learning.	2.4.4 Evaluate and monitor teaching and learning practices by using expert knowledge of the value and significance of the skills, interests and prior achievements of students.

ELEMENT 2 TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN				
ASPECT	**KEY STAGE**			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Knowledge of strategies for addressing student needs	2.1.5 Demonstrate knowledge and understanding of specific strategies for teaching: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.	2.2.5 Demonstrate the capacity to apply effective strategies for teaching: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.	2.3.5 As appropriate, provide informed advice and support to colleagues in the design of effective strategies for teaching: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.	2.4.5 As appropriate, evaluate and monitor the implementation of effective policies and processes for teaching: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.
	2.1.6 Demonstrate knowledge of a range of literacy strategies to the meet the needs of all students including: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.	2.2.6 Apply a range of literacy strategies to meet the needs of all students including: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.	2.3.6 Provide advice and support to colleagues to implement a range of literacy strategies to meet the needs of all students including: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.	2.4.6 Evaluate and monitor the implementation of effective literacy strategies to meet the needs of all students including: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.

ELEMENT 3 TEACHERS PLAN, ASSESS AND REPORT FOR EFFECTIVE LEARNING				
ASPECT	**KEY STAGE**			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Planning Teaching and learning goals	3.1.1 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.	3.2.1 Identify and articulate clear learning goals that reflect important conceptual understandings of the content/discipline(s) taught.	3.3.1 Set challenging learning goals for all students, and assist other teachers to develop and articulate clear and valuable learning goals.	3.4.1 Use high-level practical and theoretical knowledge to establish challenging learning goals to inform teaching and learning programs for all students.
Teaching and learning programs	3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.	3.2.2 Design and implement coherent, well structured lessons and lesson sequences that engage students and enhance student learning outcomes.	3.3.2 Advise and assist colleagues to design and implement high-quality teaching and learning programs that enhance learning outcomes through innovative, engaging learning opportunities.	3.4.2 Initiate or lead processes to develop exemplary teaching and learning programs to enhance learning outcomes.
Selection and organisation of content	3.1.3 Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.	3.2.3 Select and organise subject/content in structured teaching and learning programs that reflect sound knowledge of subject content/ discipline(s) taught.	3.3.3 Assist colleagues to apply high-level theoretical and practical knowledge of teaching and learning practices to organise subject content in logical and structured ways as appropriate to learning goals.	3.4.3 Lead and advise colleagues to select and organise subject content by using high-level knowledge of subject content and expert teaching and learning practices.
Selection, development and use of materials and resources	3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning.	3.2.4 Select, develop and use a variety of appropriate resources and materials that engage students and support their learning.	3.3.4 Advise and assist colleagues to use, select and develop resources and materials to engage students' learning.	3.4.4 Initiate or lead the identification, development, acquisition and allocation of teaching resources to maximise student learning.
Assessment Linking assessment to learning	3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.	3.2.5 Use a broad range of effective strategies to assess student achievement of learning outcomes.	3.3.5 Design and use highly effective assessment strategies that link to the learning outcomes articulated in syllabus documents.	3.4.5 Use specialist knowledge in the area of student assessment to lead and inform planning and program development.

ELEMENT 3 TEACHERS PLAN, ASSESS AND REPORT FOR EFFECTIVE LEARNING				
ASPECT	**KEY STAGE**			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
	3.1.6 Demonstrate knowledge of the link between outcomes and assessment strategies.	3.2.6 Communicate to students the link between their achievement and the outcomes set out in the syllabus.	3.3.6 Advise and assist colleagues in the planning and use of effective assessment strategies designed to meet syllabus outcomes.	3.4.6 Manage the evaluation of assessment policies and strategies to ensure consistency across the school in meeting Board of Studies, systemic and/or school requirements.
Providing feedback to students	3.1.7 Give helpful and timely oral and written feedback to students.	3.2.7 Provide timely, effective and consistent oral and written feedback to students to encourage them to reflect on and monitor their learning.	3.3.7 Model effective and consistent oral and written feedback to ensure that reflection and encouragement are integral to all students' learning.	3.4.7 Evaluate and monitor the effectiveness of student oral and written feedback mechanisms across the school.
Assessment Monitoring of students' progress and record keeping	3.1.8 Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students' progress.	3.2.8 Use and maintain effective and efficient record-keeping systems to monitor students' learning progress.	3.3.8 Advise and assist colleagues to design, use and maintain effective and efficient record-keeping systems that monitor students' learning progress.	3.4.8 Lead the high-level analysis of student progress through the application of record keeping systems.
Reporting	3.1.9 Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers.	3.2.9 Report effectively to students, parents and caregivers about student learning.	3.3.9 Advise and assist colleagues to develop policies, guidelines and reporting systems that comply with and respond to changes in Board of Studies, systemic and/or school based policies.	3.4.9 Evaluate and monitor the extent to which school reporting and accountability mechanisms (a) comply with and respond to changes in Board of Studies, systemic and/or school based policies and (b) meet the information needs of students, parents and caregivers.
Program evaluation	3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.	3.2.10 Use student assessment results to evaluate teaching and learning programs and inform further planning.	3.3.10 Advise and assist colleagues to use the results of student assessments as well as practical and theoretical knowledge to evaluate teaching and learning programs.	3.4.10 Integrate an analysis of student assessment results into overall program evaluation to improve teaching and learning programs.

ELEMENT 4 TEACHERS COMMUNICATE EFFECTIVELY WITH THEIR STUDENTS				
ASPECT	**KEY STAGE**			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Effective communication and classroom discussion	4.1.1 Communicate clear directions to students about learning goals.	4.2.1 Explain goals, content, concepts and ideas clearly and accurately to students.	4.3.1 Select and use effective forms of explanation to support student understanding of their learning goals.	4.4.1 Model and communicate the most appropriate forms of explanation among staff to maximise understanding of the learning goals for students.
	4.1.2 Demonstrate a range of questioning techniques designed to support student learning.	4.2.2 Use questions and classroom discussion effectively to probe students' understanding of the content.	4.3.2 Use effective questioning techniques to engage students in lively, sustained discussion structured around key content and ideas.	4.4.2 Build communication and classroom discussion skills among staff through collaborative programs and strategies, including team teaching and classroom observations.
	4.1.3 Listen to students and engage them in classroom discussion.	4.2.3 Respond to student discussion to promote learning and encourage other students to contribute.	4.3.3 Engage students in discussion that enables them to synthesise a range of views and ideas to develop deeper understandings and different viewpoints.	4.4.3 Model exemplary discussion techniques for colleagues and assist them to develop their own skills and knowledge in this area.
Student grouping	4.1.4 Use student group structures as appropriate to address teaching and learning goals.	4.2.4 Design and facilitate a variety of purposeful group structures that facilitate student engagement to make content meaningful.	4.3.4 Assist colleagues to design and facilitate a wide variety of purposeful group structures that support student engagement to make content meaningful.	4.4.4 Use theoretical and practical expertise in the area of student group management to lead and inform planning to enhance student learning.
Teaching strategies	4.1.5 Use a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning.	4.2.5 Create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students.	4.3.5 Assist colleagues to create, select and use a repertoire of teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students.	4.4.5 Mentor teachers through sharing ideas about the creation, selection and use of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students.

ELEMENT 5
TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS THROUGH THE USE OF CLASSROOM MANAGEMENT SKILLS

ASPECT	KEY STAGE			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Create an environment of respect and rapport	5.1.1 Demonstrate a variety of strategies to develop rapport with all students.	5.2.1 Maintain consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another.	5.3.1 Model for colleagues inclusive strategies that ensure students are valued and treated with respect.	5.4.1 Use expert theoretical and practical knowledge to promote and lead the development of contextually relevant, inclusive teaching strategies.
	5.1.2 Establish supportive learning environments where students feel safe to risk full participation.	5.2.2 Ensure equitable student participation in classroom activities by establishing safe and supportive learning environments.	5.3.2 Model and share with colleagues teaching and learning practices that value students' experiences, including their home culture.	5.4.2 Evaluate and monitor teaching and learning practices to ensure students' experiences, including their home culture, are valued and respected.
Establish a climate where learning is valued and students' ideas are respected	5.1.3 Demonstrate strategies to create a positive environment supporting student effort and learning.	5.2.3 Implement strategies to establish a positive environment supporting student effort and learning.	5.3.3 Assist colleagues to develop positive learning environments that encompass open-mindedness, curiosity and honesty.	5.4.3 Promote and model to colleagues classroom strategies that emphasise student commitment to learning.
Manage classroom activities smoothly and efficiently	5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities.	5.2.4 Establish orderly and workable learning routines that ensure substantial student time on learning tasks.	5.3.4 Employ a variety of classroom management strategies to maximise the use of classroom time for productive learning.	5.4.4 Promote and model classroom strategies that maximise student learning.
Manage student behaviour and promote student responsibility for learning	5.1.5 Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.	5.2.5 Manage student behaviour through engaging students in purposeful and worthwhile learning activities.	5.3.5 Develop, apply and share with others a flexible repertoire of strategies for managing student behaviour and promoting student responsibility for learning and for appropriate conduct.	5.4.5 Initiate strategies and lead others in designing responses to managing challenging student behaviours.

ELEMENT 5 TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS THROUGH THE USE OF CLASSROOM MANAGEMENT SKILLS				
ASPECT	**KEY STAGE**			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
	5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline.	5.2.6 Handle classroom discipline problems quickly, fairly and respectfully.	5.3.6 Use expert knowledge of student behaviour management to develop and share with colleagues a flexible repertoire of classroom management strategies.	5.4.6 Provide leadership and encouragement to colleagues in support of innovation to broaden the range of behaviour management strategies.
Assure the safety of students	5.1.7 Understand specific requirements for ensuring student safety in schools.	5.2.7 Apply specific requirements to ensure student safety in classrooms.	5.3.7 Assist in the development and implementation of safe working practices to ensure student safety.	5.4.7 Undertake analyses to ensure the safety of students in the school is not compromised.

ELEMENT 6 TEACHERS CONTINUALLY IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE				
ASPECT	**KEY STAGE**			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Capacity to analyse and reflect on practice	6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice.	6.2.1 Reflect critically on teaching and learning practice to enhance student learning outcomes.	6.3.1 Model effective practices for systematically analysing and reflecting on individual teaching practice in relation to student learning outcomes.	6.4.1 Consistently, systematically and critically review all aspects of practice to improve student learning.
Engagement in personal and collegial professional development	6.1.2 Demonstrate knowledge of the professional standards framework and its impact on the professional life of a teacher.	6.2.2 Use the professional standards to identify personal professional development needs and plan accordingly.	6.3.2 Assist colleagues to identify and implement strategies to address their professional learning needs based on the professional standards.	6.4.2 Evaluate and address the professional learning needs of colleagues with reference to the professional standards framework.
	6.1.3 Demonstrate knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth.	6.2.3 Engage in professional development to extend and refine teaching and learning practices.	6.3.3 Assist colleagues to plan their professional development to enhance knowledge of subject/ content and classroom skills.	6.4.3 Identify, promote and evaluate personal professional development opportunities for colleagues to ensure engagement in purposeful and ongoing professional learning.
Capacity to contribute to a professional community	6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context.	6.2.4 Work productively and openly with colleagues in reviewing teaching strategies and refining professional knowledge and practice.	6.3.4 Model collegial practices for evaluating and sharing best practice in teaching strategies and professional knowledge and practice.	6.4.4 Critically review research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise.
	6.1.5 Accept constructive feedback to improve and refine teaching and learning practices.	6.2.5 Accept and offer constructive feedback to support a professional learning community.	6.3.5 Create and utilise networks to support constructive professional discussion.	6.4.5 Initiate or lead strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement.

ELEMENT 6 TEACHERS CONTINUALLY IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE				
ASPECT	**KEY STAGE**			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
	6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/ content.	6.2.6 Participate constructively in formal and informal professional discussions with colleagues.	6.3.6 Actively utilise and maintain professional networks such as professional associations to access information that supports professional learning.	6.4.6 Organise, promote and deliver professional development through participation in professional networks or associations.
	6.1.7 Explore educational ideas and issues through research.	6.2.7 Demonstrate a commitment to continuous professional learning by exploring educational ideas, issues and research.	6.3.7 Build sustained contributions to developing effective teaching, curriculum, and assessment practices by accessing and critiquing relevant research.	6.4.7 Take a leadership role in professional networks or associations and enhance the professional learning of teachers.
	6.1.8 Recognise the range of policies and policy documents that teachers in NSW may need to comply with following employment in a school.	6.2.8 Demonstrate knowledge of the application of relevant policy documents in schools.	6.3.8 Assist and advise colleagues in the formation of effective school policy and practice.	6.4.8 Make significant contributions to educational policy and practice at the school and in wider professional contexts.

ELEMENT 7				
TEACHERS ARE ACTIVELY ENGAGED MEMBERS OF THEIR PROFESSION AND THE WIDER COMMUNITY				
ASPECT	**KEY STAGE**			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Communicating with parents and caregivers	7.1.1 Demonstrate the capacity to communicate effectively with parents and caregivers.	7.2.1 Communicate regularly and effectively with parents and caregivers, and other colleagues about students' learning and wellbeing.	7.3.1 Develop and implement communication strategies that foster positive school-community relationships.	7.4.1 Initiate processes to identify, understand and address parent and caregiver concerns about student learning and curriculum content.
	7.1.2 Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents and caregivers.	7.2.2 Demonstrate empathy and understanding in all communication including reporting student achievement to parents and caregivers.	7.3.2 Monitor and evaluate the effectiveness of communication between school and home.	7.4.2 Initiate processes to establish two-way communication with parents and caregivers about school issues and student learning.
Engaging parents and caregivers in the educative process	7.1.3 Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement.	7.2.3 Provide opportunities for parents and caregivers to be involved in the teaching program where appropriate.	7.3.3 Regularly provide opportunities for parents and caregivers to be involved in teaching and learning to support their children's learning where appropriate.	7.4.3 Draw upon the wider community for resources and materials to increase the relevance of teaching and learning across the school.
Contributing to the school and wider community	7.1.4 Demonstrate the capacity to work effectively with external professionals, teachers' aides and community-based personnel to enhance student learning opportunities.	7.2.4 Interact and network with colleagues and community stakeholders in educational forums.	7.3.4 Provide opportunities for the development of quality relationships between students, colleagues and the community.	7.4.4 Take a leadership role in enhancing teacher knowledge and understanding about the school and local community.
Professional ethics and conduct	7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights.	7.2.5 Demonstrate ethical behaviour by respecting the privacy of students and confidentiality of student information.	7.3.5 Ensure that all contact with the educational and wider community is professional and ethical.	7.4.5 Articulate and model ethical behaviour in all professional communication particularly in relation to confidentiality of student information.
	7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.	7.2.6 Present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community.	7.3.6 Model and present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community.	7.4.6 Take a leadership role in presenting a positive image of the school in all communication and interactions with parents, caregivers, colleagues, industry and the local community.