

Professional Standards for Teachers

Guidelines for Professional Practice

July 2005

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Statement by the Director-General of Education

Education Queensland has long acknowledged and celebrated that the relationship between our teachers and students and their families is the point at which we can make a real difference to students' learning and social development.

As we consider the Education and Training Reforms for the Future (ETRF), we know that '... the future of every young Queenslander depends very much on their ability to adapt to change, achieve high-level qualifications and continue learning throughout their lives.'¹

As they design and manage learning experiences for students, teachers also need to be knowledge workers modelling the same skills they seek to develop in students. As lifelong learners, teachers construct and reconstruct professional knowledge, skills and behaviours as they reflect on pedagogy and share professional practice in a range of settings.

Education Queensland's *Professional Standards for Teachers* provides a strong definition of and a key reference point for the work of teachers towards achieving the learning and social outcomes articulated in Queensland State Education – 2010 and the Education and Training Reforms for the Future.

The standards, which are generic in nature, also provide the context to recognise and celebrate the complex and varied nature of a teacher's work. They provide a platform for reflection on professional practice, along with opportunities to examine learning culture and showcase the responsibility of professionals prioritising and driving their individual and collective learning in a framework aligned to key systemic initiatives.

The standards were developed using a professional learning approach, with the ongoing involvement of practitioners across all sectors and other key stakeholders including the Queensland Teachers' Union, Board of Teacher Registration, Principals'

Associations and Deans of Education. A joint Education Queensland–Queensland Teachers' Union taskforce now steers the standards program.

The Pilot in 2002 provided strong validation of the standards as a definition of teachers' work and a framework for professional learning and further recommended a shift in focus to learning in community².

I would like to acknowledge and pay tribute to the role that teachers play in leading peers, whole-school communities and their various curriculum and pedagogical networks and its contribution to the effectiveness of our schools. When a school workforce operates as a community of learners, it makes decisions and solves problems related to teaching and student learning. This ongoing learning process enables the reflection necessary to strengthen personal and team professional practice and the overall quality of education.

I commend the *Professional Standards for Teachers* for use as a framework to review teaching practice, to formulate goals to strengthen teaching practice, to establish personal and team professional learning and development plans, and to monitor the achievement of professional development goals.

I refer teachers to the first Joint Statement on Teacher Professionalism issued by Education Queensland and the Queensland Teachers' Union. I encourage teachers in teams, school communities and networks to adopt this resource as a platform to take responsibility for their continued learning and growth as professionals.



KEN SMITH
Director-General of Education

¹ The State of Queensland, Education and Training Reforms for the Future – A White Paper, 2003

² Mayer, Mitchell, Macdonald, Land & Luke, From personal reflection to professional community: Education Queensland Professional Standards for Teachers Evaluation of the 2002 Pilot, State of Queensland (Department of Education), 2003

Education Queensland is committed to providing a quality system of public education that prepares young people for entering, and participating in, Australian society. This objective is becoming increasingly complex as social, economic and technological changes are transforming the knowledge base of our society, the structure of the family, the role of social institutions, the nature of community relations, and the world of work.

Students' school experiences must help them develop the attitudes and abilities required for functioning effectively in this new environment. Students should emerge from schooling with optimistic visions of the future, capabilities to adapt to rapid social and economic change, a commitment to lifelong learning, and skills and knowledge that enable them to participate in social and community decision-making.

These requirements acknowledge the pivotal role that teachers and others involved in public education play in embracing:

- new content and models of curriculum organisation
- student-centred approaches to learning, teaching and assessment specific to the Early, Middle and Senior phases of learning
- learning partnerships that link the school, the community and the workplace
- technology-based approaches to learning that emphasise self-directed and independent learning.

The move towards a knowledge society is transforming the work of teachers. Increasingly, their work focuses on structuring learning experiences that promote outcomes specified in system-wide curriculum frameworks. Teachers are, therefore, responsible for designing and implementing learning experiences that not only achieve common curriculum outcomes but

also cater for the learning needs, styles and preferences of their students. This involves teachers working in team situations with other teachers, paraprofessionals and community members. It also involves teachers in organising learning in a variety of individual and group situations, in settings both within and outside the school and in online and virtual environments.

Education Queensland supports teachers in transforming their roles to meet these needs through:

- introducing new curriculum frameworks that coordinate curriculum, pedagogy and assessment
- establishing professional standards for teachers
- renewing its commitment to teacher learning and development.

Major stakeholders and practitioners from all sectors of schooling have contributed to the development of the *Professional Standards for Teachers* through steering committee and reference group structures as well as extensive consultation with teachers at key junctures. A joint Education Queensland–Queensland Teachers' Union taskforce now sets directions for the standards program as well as exploring and testing further applications for its use. The taskforce is supported by a Reference Group of practising teachers charged with the responsibility of analysing and recommending revisions to keep the point-in-time definition of teachers' work through the standards accurate, relevant and contemporary.

The standards have been developed using a deliberate professional learning and development perspective, not as part of the performance management arrangements of Education Queensland. They do, however, provide an appropriate framework for collaborative performance development with colleagues and a key reference point for the induction and mentoring of teachers.

Purpose of the standards

The Professional Standards for Teachers are generic in nature, defining knowledge, skills and abilities to apply to all teachers (across all sectors, developmental levels and sites) in state education in Queensland. The standards celebrate, articulate and support the complex and varied nature of a teacher's work. They describe what teachers need to know and do to provide relevant and worthwhile learning experiences for individuals and groups of students in Queensland state schools, and so 'equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.'³ As such, the standards:

- provide a platform for teachers to identify their professional development needs and drive their continuing learning and development
- inform program development for pre-service education
- represent the aspirations of the teaching profession.

Teachers employed by Education Queensland use the standards to devise and implement learning and development plans. In doing so, it is envisaged that they will 'dip in and out of' individual standards and combinations of standards as they consider their strengths and areas for further learning and development. Learning in one area may lead to the identification of a learning need in another area. So teachers, either individually or in collaboration with colleagues and mentors, will use selected standards for reflection when:

- reviewing student learning and teaching practice
- formulating goals to strengthen teaching practice

- establishing personal learning and development plans
- monitoring their achievement of personal learning and development goals.

Education Queensland is committed to making the standards as valuable and useful as possible for teachers. In working with the standards, teachers are encouraged to collectively examine the culture active in their profession, system and work sites. The standards may support and empower teachers to identify and exert influence within their profession, system and schools by pursuing personal and team professional learning and strengthened practice.

Increasingly, the standards are being acknowledged as an 'umbrella' that encompasses all aspects of teachers' work. This means that no matter what the policy, curriculum or initiative, the standards support reflection and development for individuals and teams of teachers.

As well, new applications of the standards are considered and trialled as the framework is embedded in systemic processes.

The standards will also serve as an important guide for those seeking to enter the teaching service. Providers of pre-service teacher education are therefore encouraged to establish programs that enable their graduates to demonstrate the skills and professional capabilities outlined in the standards.

³ The State of Queensland (Department of Education and the Arts), Strategic Plan 2004–2008

Teachers' work and the standards

As the following diagram shows, the *Professional Standards for Teachers* consist of twelve interrelated standards.



Taken together, these standards represent the skills and knowledge teachers need to create relevant and worthwhile learning experiences for individuals and groups of students. When referring to the standards, teachers will of course need to take account of their professional circumstances including the context, resources, structures and processes of the school or centre where they are working.

Teachers will recognise that there are some overlaps between the standards. This reflects the interrelated nature of the standards and the complexity of teachers' work. For example, drawing on and valuing students' knowledge, experience and preferred learning styles are integral aspects of each of the standards.

Applying the standards will enable teachers to structure flexible and innovative learning experiences that:

- foster language, literacy and numeracy development

- are intellectually challenging
- connect with the world beyond the school
- are inclusive, participatory and socially critical
- incorporate the use of information and communication technologies
- are underpinned by valid and reliable assessment processes.

It is envisaged that these learning experiences will be designed within curriculum frameworks and be provided by teachers who have the skills, knowledge and commitment to:

- support the social development and participation of young people
- create safe and secure learning environments
- build relationships with families, community and business
- contribute to professional work teams
- engage in professional practice.

The Professional Standards for Teachers provide a platform for teachers to reflect on their professional practice. The standards are intended to help teachers to recognise their professional strengths, identify learning and development goals and devise plans to meet those goals. In establishing such plans teachers, individually or in teams, reflect on an entire standard, a component of a standard or a group of standards depending on their needs and the priorities they are pursuing at their sites. They may also decide to revisit individual standards as their professional circumstances change.

In examining their practice relative to selected standards, individual teachers follow a process of reflecting on their current practice, comparing current practice with the descriptor and considering questions such as:

- In what context do I apply these standards?
- How do I function in professional teams on matters related to the standards?
- Do I understand the knowledge and skills underpinning the standards?
- What do I contribute to learning and development related to these standards?
- How do I know that I apply the standards in this manner?
- Which aspects of my professional practice require further development?
- What actions can I take to improve these aspects of my professional practice?
- How will I know that I have strengthened my practice?

For example, teachers wishing to review their use of information technology may refer to the standard on this topic (*Integrate information and communication technologies to enhance student learning*). This may lead them to ask questions such as:

- How do I determine student learning needs in relation to the use of information and communication technologies?
- Do I select or adapt information technology resources to meet the learning needs and styles of individual students?
- How can the learning experiences I design make better use of information technology resources?

- What criteria do I use to evaluate information technology resources?
- How could I use information technology tools to manage the information I collect on student learning?
- How can I further develop my practice in the integration of information and communication technologies?
- How do I know that the action I am taking in relation to the use of information and communication technologies is strengthening my practice?

Reflecting on these questions helps teachers to identify areas for professional growth. For example, they may decide to obtain advice on how to select or adapt technology-based resources to suit students' learning needs. Having identified the issue, they then formulate a plan for strengthening this aspect of their practice.

This could involve:

- consulting a colleague
- observing another teacher's practice
- professional reading
- attending a training program.

As teachers use the standards to review aspects of their professional practice, they may choose from a range of strategies to monitor and document their progress against the standards and their learning plans – for example:

- reflective journals
- learning and development plans annotated with ongoing reflective comments
- working with a critical friend or mentor
- reflecting, planning and taking action collaboratively in a range of team situations, such as a group of teachers who are team teaching, those teaching in the same year level or department or with colleagues who have identified common learning needs.

Individual teachers or groups of teachers will examine aspects of their practice for a variety of reasons. For example, they may be motivated by a desire for affirmation, by a problem requiring a new solution or by a wish to explore shared beliefs about teaching and learning.

A developmental view of teaching

The standards assume that teachers develop their knowledge, skills and teaching practices throughout their professional careers. By working with students and their families, collaborating with colleagues, reflecting on their practice and participating in learning and development activities, teachers develop and extend their skills and capacities.

In this context, teacher development is not necessarily viewed as a linear process. It is recognised that teachers enter the profession with varying levels of prior learning, work experience and professional preparation, and that they work in different contexts and have varying access to professional learning and development. A teacher's personal and professional circumstances may also lead them to identify new learning needs. As a consequence, individual teachers acquire and apply the skills and capacities identified in the standards in different ways, in different contexts and with varying levels of sophistication.

For example, a teacher may be able to demonstrate elements of standard 11, *Contribute to professional teams*, by contributing to a range of school-based teams. After working in a range of team situations and participating in learning and development, the same teacher may also be able to apply the skills and capacities identified in the standard through mentoring team members or leading school-based teams.

Scope of professional practice

As indicated in the preceding example, individual teachers apply the standards within a particular scope of professional practice. This may be influenced by a range of factors including the context in which they are working, their personal experience and expertise, and their access to learning and development. As teachers develop their knowledge and skills they are able to extend the scope of their professional practice.

In the context of the standards, teachers may identify the scope of their professional practice by reflecting on:

- *the context in which they apply the standards*. For example, are the standards applied in the context of a designated learning group, a year level or a whole-school approach?

- *their involvement in professional teams on matters related to the standards*. For example, is the teacher actively involved in professional teams, providing mentor support for others or leading teams on matters related to the standards?
- *their involvement in planning, organising, implementing and evaluating learning experiences*. For example, is the teacher involved in initiating and constructing learning experiences for use within his or her own learning group, within key areas at the school or beyond the school?
- *their understanding of the knowledge and skills underpinning professional practice*. For example, does the teacher have a breadth and depth of the knowledge and skills that underpin professional practice?
- *their involvement in learning and development*. For example, does the teacher reflect on his or her own learning and development needs or the needs of colleagues both within and beyond the school?

It is envisaged that teachers will be able to use these criteria to determine the scope of professional practice in which they apply the standards. Through reflecting on their application of the standards, teachers will be able to identify their strengths as well as the areas in which they can enhance their professional practice.

It is acknowledged that teachers will not necessarily apply all of the standards within the same scope of professional practice. For example, a teacher with particular experience and expertise in language and literacy development may apply the skills and capacities associated with standard 2 within a broader scope of professional practice than, say, the skills and capacities of standard 6, which deals with the application of information and communication technologies in teaching and learning. Such differences in the application of the standards are not simply attributable to the length of time that an individual has been teaching but rather reflect that person's range of teaching experience, learning and development, and willingness to engage in critical self-reflection.

As teachers' personal and professional circumstances change, they apply the standards within a broader or narrower scope of professional practice. For example,

a teacher moving from a small regional school to a larger metropolitan school may find that the context within which he or she applies the standards shifts in focus from the whole school to a year level or class. Similarly, a teacher who takes on a particular task within the school (for example, mentoring others in a particular aspect) may find that he or she has opportunities to apply some or all of the standards within a broader scope of professional practice. The critical factor to note here is that teachers who achieve the standards are effectively performing their diverse and complex roles. It is also important to acknowledge that the scope of professional practice within which these standards are applied for an individual teacher may vary over a teacher's career.

Teacher as leader

As well as considering the detailed description articulated through the indicators for the standards, teachers are encouraged to reflect on the scope of professional practice within which they apply each of the standards. This will help them identify their skill development needs and plan appropriate learning and development.

For example, in reviewing classroom management practices, a teacher may consult standard 9, *Create safe and supportive learning environments*. Reflection

might indicate that the teacher competently applies the standard in the context of his or her own class, contributes to professional teams on matters associated with classroom management and has a grasp of the critical concepts and understandings that underpin effective classroom management.

Having reflected on this aspect of professional practice, the teacher may decide to establish a personal professional learning and development plan that will provide the skills needed to apply the standard in a more complex manner. This may involve undertaking professional reading to improve understanding of the principles of effective classroom management or acquiring mentoring skills to assist colleagues with classroom management issues. These actions may assist the teacher to extend the scope of his or her professional practice and represent an example of peer leadership.

Through such applications of specialised mastery, teachers lead their peers and contribute to shared practice and collective actions within and across their school and professional communities. Harnessed with a shared purpose aligned to site and systemic priorities and supported by mutual respect, teacher leadership combines with and complements principal leadership to create opportunities to maximise outcomes for students.

Format of the standards

The standards are presented in a common format. Each standard comprises the elements shown below.

The **standard title** is a concise action-orientated statement that describes the key area of a teacher's professional practice.

The **standard descriptor** is a brief description of the aspect of professional practice covered by the standard.

Statements describe in outcome terms the key components of professional practice covered by the standard. Statements are focused on performance and are demonstrable.

The **indicators** are not a checklist but rather serve to identify the actions a teacher would normally take to perform the aspect of professional practice detailed in the relevant statement. This is an example of a statement and some of the associated indicators.

This section of the standard identifies the essential **knowledge, skills and understandings** that underpin the aspect of professional practice described in the standard. It also indicates broad areas of learning and development that teachers might consider to strengthen this aspect of their practice.

1. Structure flexible and innovative learning experiences for individuals and groups.

This standard covers the requirements for establishing learning goals, for ensuring that learning experiences take account of these goals as well as the learning needs, preferences and styles of students, and for providing flexible and innovative learning experiences for students.

Statements	Indicators
1.1 Establish learning goals based on relevant course documentation, curriculum frameworks and school policy.	<ul style="list-style-type: none"> Relevant state and school curriculum documents are read and interpreted to identify learning goals and assessment criteria. Learning goals and assessment criteria are established through consultation with colleagues and, where appropriate, negotiation with students and other stakeholders. Learning goals and assessment criteria are documented in accordance with school policy and communicated to students, parents and caregivers.
1.2 Analyse and incorporate information about students in the design of learning experiences.	<ul style="list-style-type: none"> Information on the background, prior learning, learning needs, learning styles and special learning requirements of individuals and groups of students is collected from a range of appropriate sources. The educational purpose and intended use of such information is clearly explained to students, parents and caregivers. Information on the learning requirements of individuals and groups of students is analysed and used to design and select flexible and innovative learning experiences.
1.3 Plan for and support students with their individual learning needs.	<ul style="list-style-type: none"> Information on the individual learning needs of students, including those with particular needs such as students with disabilities and learning difficulties and gifted students, is collected and analysed to identify students' learning requirements. Flexible learning strategies are developed to facilitate the participation of these students, and to take account of their personal circumstances, prior learning, and language, literacy and numeracy skills. Strategies are implemented to involve parents, caregivers and key school-based personnel in collaborative processes to meet students' learning needs. Use is made of appropriate support personnel and services, including local agencies, paraprofessional staff, equipment and resources. Measures are implemented for monitoring and adapting learning strategies in line with students' progress. Records are accurately completed and maintained.

Plan and organise the delivery of learning experiences

- Learning experiences are planned and organised in a manner that reflects the specified learning goals, the learning requirements of individuals and groups of students and the developmental, holistic and experiential nature of learning.
- Learning resources are identified, evaluated and selected in line with the learning environment and the learning needs of students.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland (including Department of Education Manual), and the school, on implementing curriculum frameworks, syllabuses and program documents
- relevant curriculum frameworks, syllabuses and program documents
- an outcomes approach to education
- pedagogical theories
- Productive Pedagogies
- content area and trans-disciplinary knowledge
- child and adolescent development theories
- relevant phases of learning (Early Years, Middle and Senior Phases)
- principles of cooperative learning and group dynamics, including cultural, gender and peer-group implications
- learning styles
- abilities, disabilities and learning difficulties of students
- methods of identifying students' learning needs
- the purpose and use of assessment data in identifying students' talents and abilities and diagnosing students' needs, learning difficulties and learning disabilities.

Overview of the standards

1. Structure flexible and innovative learning experiences for individuals and groups.

- 1.1 Establish learning goals based on relevant course documentation, curriculum frameworks and school policy.
- 1.2 Analyse and incorporate information about students in the design of learning experiences.
- 1.3 Plan for and support students with their individual learning needs.
- 1.4 Plan and organise the delivery of learning experiences.
- 1.5 Review and evaluate learning experiences.

2. Contribute to language, literacy and numeracy development.

- 2.1 Determine students' learning needs in language, literacy and numeracy development to inform the planning and implementation of learning experiences.
- 2.2 Integrate language and literacy development across all curriculum areas.
- 2.3 Integrate numeracy development across all curriculum areas.
- 2.4 Monitor and evaluate students' language, literacy and numeracy development.

3. Construct intellectually challenging learning experiences.

- 3.1 Provide learning experiences in which students examine the central ideas of a topic, problem or issue.
- 3.2 Provide learning experiences in which students question and share ideas and knowledge.
- 3.3 Provide learning experiences in which students use higher-order and critical-thinking skills to solve problems and construct new meanings and understandings.

4. Construct relevant learning experiences that connect with the world beyond school.

- 4.1 Devise learning goals and learning experiences that build on students' prior knowledge, life experiences, and interests.
- 4.2 Engage students in learning experiences that integrate ideas, concepts and information across curriculum areas.
- 4.3 Provide learning experiences that establish connections with the world beyond the classroom.
- 4.4 Develop learning experiences that involve students in examining study, work and leisure in the future.
- 4.5 Design learning experiences that foster personal initiative and enterprise.

5. Construct inclusive and participatory learning experiences.

- 5.1 Design and implement learning experiences that acknowledge, and cater for, individual learning differences.
- 5.2 Design and implement learning experiences that are inclusive and that recognise and celebrate difference.
- 5.3 Design and implement learning experiences in which students participate in decision making and active citizenship.

6. Integrate information and communication technologies to enhance student learning.

- 6.1 Determine students' learning needs in relation to the use of available information and communication technologies.
- 6.2 Select learning strategies and resources based on the use of information and communication technologies to cater for students' learning needs and styles.
- 6.3 Create learning experiences in which students actively use information and communication technologies to organise, research, interpret, analyse, communicate and represent knowledge.
- 6.4 Evaluate the effectiveness of teaching and learning approaches based on the use of information and communication technologies.
- 6.5 Use information and communication technologies to access and manage information on student learning.

7. Assess and report on student learning.

- 7.1 Establish and communicate learning goals and assessment criteria.
- 7.2 Plan for assessing student learning.
- 7.3 Collect and use multiple sources of valid evidence to make judgments about student learning.
- 7.4 Communicate with students, families, caregivers and other authorities about student progress.
- 7.5 Use assessment results to guide program planning, delivery and assessment.

8. Support the social development and participation of young people.

- 8.1 Actively support students in developing personal identity, self-esteem and a positive self-image.
- 8.2 Assist students to develop sound relations and empathy with others.
- 8.3 Construct learning experiences in which students assess and plan their personal futures.
- 8.4 Support students by providing appropriate pastoral care* across a range of activities.

9. Create safe and supportive learning environments.

- 9.1 Create safe learning environments that are based on mutual trust and respect and that provide social support for student achievement.
- 9.2 Provide learning environments in which students have responsibility for their own learning.
- 9.3 Implement student management strategies that enable students to learn to take responsibility for their own behaviour.

10. Build relationships with the wider community.

- 10.1 Establish and maintain relationships with families, caregivers, business, industry, and community agencies.
- 10.2 Establish learning environments that acknowledge the concerns, values and priorities of students' families, cultures and communities.
- 10.3 Promote the school and public education in the community.

11. Contribute to professional teams.

- 11.1 Establish and effectively implement procedures to meet personal work-related goals and priorities.
- 11.2 Contribute to the effective functioning of professional teams.
- 11.3 Work with professionals, paraprofessionals, teacher aides and other community-based personnel.

12. Commit to professional practice.

- 12.1 Reflect critically on professional practice.
- 12.2 Contribute to learning communities and other professional networks.
- 12.3 Participate in school governance.
- 12.4 Meet ethical, accountability and professional requirements.

* Provisions made to advise students on issues of personal care and concern.

The standards in detail

1. Structure flexible and innovative learning experiences for individuals and groups.



This standard covers the requirements for establishing learning goals, for ensuring that learning experiences take account of these goals as well as the learning needs, preferences and styles of students, and for providing flexible and innovative learning experiences for students.

Statements	Indicators
1.1 Establish learning goals based on relevant course documentation, curriculum frameworks and school policy.	<ul style="list-style-type: none"> • Relevant state and school curriculum documents are read and interpreted to identify learning goals and assessment criteria. • Learning goals and assessment criteria are established through consultation with colleagues and, where appropriate, negotiation with students and other stakeholders. • Learning goals and assessment criteria are documented in accordance with school policy and communicated to students, parents and caregivers.
1.2 Analyse and incorporate information about students in the design of learning experiences.	<ul style="list-style-type: none"> • Information on the background, prior learning, learning needs, learning styles and special learning requirements of individuals and groups of students is collected from a range of appropriate sources. • The educational purpose and intended use of such information is clearly explained to students, parents and caregivers. • Information on the learning requirements of individuals and groups of students is analysed and used to design and select flexible and innovative learning experiences.
1.3 Plan for and support students with their individual learning needs.	<ul style="list-style-type: none"> • Information on the individual learning needs of students, including those with particular needs such as students with disabilities and learning difficulties and gifted students, is collected and analysed to identify students' learning requirements. • Flexible learning strategies are developed to facilitate the participation of these students, and to take account of their personal circumstances, prior learning, and language, literacy and numeracy skills. • Strategies are implemented to involve parents, caregivers and key school-based personnel in collaborative processes to meet students' learning needs. • Use is made of appropriate support personnel and services, including local agencies, paraprofessional staff, equipment and resources. • Measures are implemented for monitoring and adapting learning strategies in line with students' progress. • Records are accurately completed and maintained.
1.4 Plan and organise the delivery of learning experiences.	<ul style="list-style-type: none"> • Learning experiences are planned and organised in a manner that reflects the specified learning goals, the learning requirements of individuals and groups of students and the developmental, holistic and experiential nature of learning. • Learning resources are identified, evaluated and selected in line with learning goals, students' requirements, the learning environment, available expertise and support and constraints such as budget and time. • Learning experiences incorporate a variety of individual and group learning, teaching and assessment strategies designed to engage students in self-initiated, independent and collaborative learning. • Learning experiences are implemented in accordance with Education Queensland's and the school's policies and procedures and take into account teachers' legal responsibilities and duty of care obligations. • A range of individual and group management strategies is implemented to achieve learning goals, to ensure all students actively participate in learning experiences, and to manage inappropriate behaviour.

Statements	Indicators
	<ul style="list-style-type: none"> • Relevant paraprofessional staff and other contributors to student learning are involved in planning and implementing learning experiences. • Relevant support and direction are provided based on students' confidence and familiarity with ideas, concepts and problems being investigated. • Relevant documentation is accurately completed and maintained.
1.5 Review and evaluate learning experiences.	<ul style="list-style-type: none"> • Valid, reliable and relevant information on student progress is obtained from a range of sources and used in evaluating learning experiences. • Feedback from students, parents, paraprofessionals and other contributors is used in evaluating learning experiences. • Evaluation data are analysed and used to inform the review and adaptation of teaching and learning strategies, assessment practices and learning resources. • Information and insights gained through the evaluation of learning experiences are documented and shared with colleagues and other relevant personnel.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland (including Department of Education Manual), and the school, on implementing curriculum frameworks, syllabuses and program documents
- relevant curriculum frameworks, syllabuses and program documents
- an outcomes approach to education
- pedagogical theories
- Productive Pedagogies
- content area and trans-disciplinary knowledge
- child and adolescent development theories
- relevant phases of learning (Early Years, Middle and Senior Phases)
- principles of cooperative learning and group dynamics, including cultural, gender and peer-group implications
- learning styles
- abilities, disabilities and learning difficulties of students
- methods of identifying students' learning needs
- the purpose and use of assessment data in identifying students' talents and abilities and diagnosing students' needs, learning difficulties and learning disabilities.

2. Contribute to language, literacy and numeracy development.



This standard covers the requirements for facilitating, monitoring and assessing the development of students' language, literacy and numeracy skills through the use of a broad range of teaching and learning activities and across all curriculum areas.

Statements	Indicators
<p>2.1 Determine students' learning needs in language, literacy and numeracy development to inform the planning and implementation of learning experiences.</p>	<ul style="list-style-type: none"> • Students' background, characteristics and learning needs are considered in selecting strategies for assessing language, literacy and numeracy requirements. • Strategies for assessing students' language, literacy and numeracy requirements incorporate clear assessment criteria and are non-discriminatory in terms of gender, culture, language background, disability and socioeconomic circumstances. • The outcomes of assessment processes are documented and explained to parents, caregivers, relevant colleagues and specialist personnel. • Learning plans are developed for students at risk of not achieving the required progress in language, literacy and numeracy development.
<p>2.2 Integrate language and literacy development across all curriculum areas.</p>	<ul style="list-style-type: none"> • Learning goals and plans articulate the language and literacy skills required in the relevant curriculum area. • Language and literacy knowledge and skills required in the relevant curriculum area are identified and discussed with students. • Teaching and learning strategies and resources are selected that build on and consolidate students' prior knowledge and experiences, and support the delivery of learning in the relevant curriculum area as well as students' language and literacy development. • Teaching and learning strategies and resources are selected that reflect an understanding of: <ul style="list-style-type: none"> – the developmental stages of reading, writing and oracy – the role of language and literacy in students' educational and social development – the ways in which different means of communication influence language choice and literacy practices. • Learning experiences include explicit teaching of the language and literacy skills necessary for achieving identified learning outcomes. • Students' language use is connected to literacy and subject area knowledge through a range of speaking, listening, viewing, reading and writing activities. • Learning experiences are planned and implemented that engage students in developing knowledge and skills in language and literacy for a range of meaningful purposes and use in a variety of contexts. • Learning experiences examine how language is used to construct knowledge in the curriculum area through the use of strategies such as modelling, discussions and guided practice. • Learning experiences explicitly take account of the language demands of texts in the relevant curriculum area through the joint construction of written, spoken and visual texts. • Learning experiences foster and promote students' first and second languages and reflect an awareness of how different cultural knowledge and values influence language use and related literacy practices.
<p>2.3 Integrate numeracy development across all curriculum areas.</p>	<ul style="list-style-type: none"> • Learning goals and plans articulate the numeracy skills required in the relevant curriculum area. • Numeracy knowledge and skills required in the relevant curriculum area are identified and discussed with students. • Teaching and learning strategies and resources are selected that support the delivery of learning in the relevant curriculum area as well as numeracy development.

Statements	Indicators
	<ul style="list-style-type: none"> • Teaching and learning strategies and resources are selected that reflect an understanding of: <ul style="list-style-type: none"> – the development of mathematical language and symbols; – the role of numeracy in students' educational and social development; – the range of learning contexts for the development of numeracy. • Learning strategies build on and consolidate students' prior knowledge and experiences and explicitly link the development of numeracy skills across curriculum areas. • Learning experiences provide students with opportunities to develop numeracy in relevant curriculum areas through a range of activities and in different contexts.
<p>2.4 Monitor and evaluate students' language, literacy and numeracy development.</p>	<ul style="list-style-type: none"> • Strategies, including self-assessment, peer assessment and teacher assessment, are implemented to regularly monitor the development of students' language, literacy and numeracy skills. • Information on students' language, literacy and numeracy development is analysed and incorporated in the review of teaching, learning and assessment strategies and resources.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland (including Department of Education Manual), and the school, on literacy and numeracy
- relevant curriculum frameworks, syllabuses and program documents
- an outcomes approach to education
- the English language and the way in which it functions, in particular a detailed knowledge of the way language is used in particular contexts
- pedagogy and practices that support effective language, literacy and numeracy learning
- effects of pedagogical choices on particular children and in particular community groups
- language, literacy and numeracy demands of the curriculum areas
- the range of literacy strategies that can be used for different purposes in a range of contexts
- the range of numeracy strategies that can be used to understand and apply numerical concepts
- factors that can cause reading, writing and numerical concepts to be difficult for some students
- methods of identifying students' language, literacy and numeracy needs
- multiliteracies and forms of language
- language, literacy and numeracy development – theories, developmental stages including Early Years, Middle and Senior Phases, intervention strategies and integration across curriculum areas
- the learning needs of students for whom English is a second language
- support services and learning resources provided by professionals and paraprofessionals
- learning experiences that make explicit the way language constructs the knowledge of curriculum areas
- programs and units of work that teach students the language, literacy and numeracy knowledge and skills needed to achieve learning outcomes across curriculum areas
- teaching and learning strategies that help students to develop knowledge of and control over literacy and numeracy skills
- content area and trans-disciplinary knowledge
- assessment tasks that make explicit links to literacy and numeracy outcomes.

3. Construct intellectually challenging learning experiences.



This standard covers the requirements for planning and implementing intellectually challenging learning experiences. This involves constructing experiences in which students examine the key ideas underpinning major issues and problems, formulate and justify opinions and apply higher-order thinking skills to analyse issues, develop understandings and solve problems.

Statements	Indicators
<p>3.1 Provide learning experiences in which students examine the central ideas of a topic, problem or issue.</p>	<ul style="list-style-type: none"> • Topics, problems and issues that are relevant to students and provide opportunities for examining significant ideas and concepts are selected for investigation. • Teaching and learning strategies are planned and implemented that help students identify, refine and extend their understandings and examine the relationships between the key ideas and concepts underpinning the selected topic, problem or issue. • Opportunities are created for students to reflect on the learning experience and apply their understandings to new topics, problems and issues.
<p>3.2 Provide learning experiences in which students question and share ideas and knowledge.</p>	<ul style="list-style-type: none"> • Topics, problems and issues that are relevant to students and stimulate student discussion are selected for investigation. • Teaching and learning strategies that involve students in examining the construction of ideas, concepts and theories are planned and implemented. • A learning environment is established in which ideas and opinions are valued, and students are encouraged to express ideas, ask questions and exchange and challenge points of view. • Opportunities are created for students to examine and discuss alternative viewpoints and perspectives, form ideas and justify opinions, and present these to different audiences using a range of formal and informal means of communication. • Teaching strategies are planned and implemented that involve students in logical disputation and in exploring new ideas and examining different perspectives, interpretations and meanings. • Opportunities are provided for students to reflect on the outcomes of discussions, develop their own ideas, viewpoints and meanings and apply these to new situations.
<p>3.3 Provide learning experiences in which students use higher-order and critical-thinking skills to solve problems and construct new meanings and understandings.</p>	<ul style="list-style-type: none"> • Issues, topics or problems that are relevant to students and provide opportunities for the use of higher-order thinking skills, intellectual risk taking, and problem-solving are selected for investigation. • Learning experiences are conducted in a supportive learning environment in which students' ideas, beliefs and opinions are valued and shared. • Teaching and learning strategies are planned and implemented that focus on identifying, refining and extending students' understandings of the key ideas or concepts underpinning the selected issue, problem or topic. • Individual and small-group activities are planned and implemented that enable students to identify problems, collect and exchange information, manipulate data and objects, test ideas and opinions, form and justify conclusions, make predictions and solve problems. • Learning experiences are underpinned by a model of student inquiry that involves establishing what is known, refining and extending student knowledge and reflecting on the learning process. • Support and direction are provided in proportion to students' confidence and familiarity with ideas, concepts and problems being investigated. • Opportunities are provided for students to reflect on learning experiences, examine the reasoning behind their conclusions and opinions, share their understandings and apply their learnings to new problems and situations.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland (including Department of Education Manual), and the school, on the education of gifted and talented students and the implementation of curriculum frameworks, syllabuses and program documents
- relevant curriculum frameworks, syllabuses and program documents
- an outcomes approach to education
- principles of effective learning and teaching
- principles of inclusive curriculum
- Productive Pedagogies
- child and adolescent development theories relevant to appropriate phase of learning (Early Years, Middle and Senior Phases)
- group dynamics
- facilitation skills
- learning styles
- disabilities
- conflict resolution
- methods of identifying students' learning needs
- values analysis and clarification
- the purpose and use of assessment data in identifying students' talents and abilities and diagnosing their particular needs, learning difficulties and learning disabilities
- construction and deconstruction of knowledge
- the impact of political, social and cultural influences on construction of knowledge
- a range of thinking skills – for example, Multiple Intelligences, Bloom's Taxonomy and Edward de Bono's CoRT and Six Hats
- metacognitive processes
- processes for transferring knowledge
- content area and trans-disciplinary knowledge
- the unique nature of relevant disciplines/key learning areas
- a range of research skills
- reflective processes
- teaching and learning strategies
- the design, planning, implementation, documentation and review of learning experiences
- the selection and use of appropriate resources.

4. Construct relevant learning experiences that connect with the world beyond school.



This standard covers the requirements for planning and implementing learning experiences that build on students' prior knowledge, life experiences, and interests; establish linkages between key curriculum areas; and make connections between school programs and the world beyond the school.

Statements	Indicators
<p>4.1 Devise learning goals and learning experiences that build on students' prior knowledge, life experiences, and interests.</p>	<ul style="list-style-type: none"> • Accurate and relevant information on students' prior knowledge, life experiences, and interests is obtained from a variety of appropriate sources. • Information on students' prior knowledge, life experiences, and interests is analysed and used to set learning goals, design learning experiences and select teaching and learning strategies and resources.
<p>4.2 Engage students in learning experiences that integrate ideas, concepts and information across curriculum areas.</p>	<ul style="list-style-type: none"> • Learning experiences are focused on the examination of significant ideas and concepts that have the potential to develop student's understandings of themselves and their world. • Learning experiences are planned and implemented in a way that integrates different disciplinary perspectives on key ideas, concepts and information. • Learning experiences are planned and implemented that involve students in examining an idea or concept, refining and extending their understandings and reflecting on what they have learned. • Learning experiences are planned collaboratively to maximise opportunities for coordinating subject content, sharing resources and team teaching.
<p>4.3 Provide learning experiences that establish connections with the world beyond the classroom.</p>	<ul style="list-style-type: none"> • Learning experiences are planned and implemented that focus on topics, problems and issues relevant to local, national and global communities. • Community-based learning resources are identified, evaluated and, where appropriate, incorporated in school programs. • Opportunities are created for students to undertake learning experiences in situations and locations beyond the immediate school environment. • Learning partnerships involving the school, business, and community organisations are identified, evaluated and where appropriate incorporated in school programs.
<p>4.4 Develop learning experiences that involve students in examining study, work and leisure in the future.</p>	<ul style="list-style-type: none"> • Opportunities are created for students to assess their personal interests and competencies and to use this information in setting and evaluating personal goals in relation to study, work and leisure. • Learning experiences are planned and implemented that involve students in examining the nature of work and leisure, work/career options and changes in the Australian workforce. • Learning experiences are planned and implemented that involve students in critically assessing training, education and work options. • Learning experiences are planned and implemented that establish linkages between school and the world of work.
<p>4.5 Design learning experiences that foster personal initiative and enterprise.</p>	<ul style="list-style-type: none"> • Learning experiences are planned and implemented that facilitate enterprising behaviours in students, including taking intellectual risks, testing ideas and using initiative. • Opportunities are created for students to demonstrate enterprising behaviours in contexts both within and beyond the school. • Opportunities are created for students to assess the relationships between personal enterprise and work, lifestyle and career options.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland (including Department of Education Manual), and the school, on vocational education and training, pathways for students, enterprise education, full service schools
- relevant curriculum frameworks, syllabuses and program documents
- an outcomes approach to education
- Productive Pedagogies
- child and adolescent development theories
- relevant phases of learning (Early Years, Middle Phase, Senior Phase)
- strategies for identifying students' learning styles, interests, prior learning, and life experiences
- strategies for locating community resources and incorporating them in school programs
- content area and trans-disciplinary knowledge
- strategies for integrating concepts across key curriculum areas
- the changing nature of work, workforce patterns and leisure
- practices and processes of lifelong learning
- processes for transferring knowledge
- concepts and strategies relevant to enterprise education
- strategies for incorporating current local, national and global issues in school programs
- the design, planning, implementation, documentation and review of learning experiences.

5. Construct inclusive and participatory learning experiences.



This standard covers the requirements for designing and implementing learning experiences that are inclusive, acknowledge and value difference, and enable students to demonstrate personal, group and community responsibility.

Statements	Indicators
<p>5.1 Design and implement learning experiences that acknowledge, and cater for, individual learning differences.</p>	<ul style="list-style-type: none"> • Education Queensland’s and the school’s policies related to equal educational opportunity are analysed and used to plan learning experiences that cater for the diversity of students’ needs. • Learning experiences are planned and implemented that provide opportunities for both boys and girls, including those with particular learning needs, to access learning and achieve the learning goals established for the relevant curriculum area(s). • Learning experiences are planned and implemented that enhance students’ experiences, interests and strengths and enable them to develop self-esteem, and confidence in their ability to learn. • A broad range of teaching and learning strategies is employed to cater for the diversity of learning styles, to motivate students and to enhance their learning. • Teaching and learning strategies and resources are selected that are non-discriminatory and inclusive in terms of gender, culture and socioeconomic circumstances. • Use is made of support personnel and services (including appropriate paraprofessionals and agencies) and other resources to overcome any potential barriers to student learning, including advice and support to address particular needs for students with disabilities, learning difficulties and gifted students. • The level of complexity of students’ work, as well as the form and pace of its presentation to students, is monitored to cater for individual differences and to ensure that all students have equal access to learning. • A variety of assessment approaches is planned and implemented to give all students opportunities to demonstrate their achievement of learning goals.
<p>5.2 Design and implement learning experiences that are inclusive and that recognise and celebrate difference.</p>	<ul style="list-style-type: none"> • Accurate and reliable information about students and their families (including gender, ethnicity, cultural background, religious beliefs, disability and socioeconomic circumstances) is gathered from a range of sources and used to establish learning goals, identify students’ needs and design learning experiences. • A learning environment is established in which diversity is valued and student–teacher relationships are based on trust and mutual respect. • Teaching, learning and assessment resources are evaluated to ensure that they focus on learning goals, accurately represent different cultures, are not discriminatory and do not reinforce stereotypes. • Learning experiences that build on the diverse backgrounds of students and their families are planned and implemented. • Learning experiences that focus on events, customs and beliefs relevant to specific communities are planned and implemented. • Community resources are assessed and, where appropriate, used to support the delivery of learning experiences that focus on events, customs and beliefs relevant to specific communities.
<p>5.3 Design and implement learning experiences in which students participate in decision making and active citizenship.</p>	<ul style="list-style-type: none"> • Learning experiences are planned and implemented that involve students in examining the rights and responsibilities of individuals and groups within the school and broader community. • Learning experiences are planned and implemented that assist students to develop the skills required for participating in school and community decision making. • Classroom practices model and reinforce students’ knowledge and understanding of their rights and responsibilities and enhance their capacity to participate in decision-making processes. • Opportunities are provided for students to contribute to the school and broader community by participating in a range of school and community projects.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland (including Department of Education Manual), and the school, on:
 - principles of inclusive curriculum
 - cultural and linguistic diversity
 - anti-racism
 - gender equity
 - students with disabilities
 - students with learning difficulties
 - students who are gifted and talented
 - health and safety
 - child protection
 - managing behaviour in a supportive school environment
 - human relationships education.
- impact on learning of the full range of diversity in the school and broader community
- barriers to learning
- the impact of discrimination and injustice on learning
- the impact of gender on learning
- cultural differences and identity
- outcomes approach to education
- Productive Pedagogies
- student management theories and strategies consistent with Education Queensland's and the school's policies, and the appropriate application of these theories and strategies
- current social structures and issues
- negotiation skills and culturally appropriate ways of applying these
- group dynamics theory
- collaborative skills
- school decision-making processes
- methods of identifying students' needs, abilities, interests, and prior knowledge and experiences
- content area and trans-disciplinary knowledge
- the design, planning, implementation, documentation and review of learning experiences
- criteria for selecting learning resources
- support services and resources provided by professionals and paraprofessionals.

6. Integrate information and communication technologies to enhance student learning.



This standard covers the requirements for planning, implementing and monitoring teaching and learning strategies that integrate a range of information and communication technologies to promote and enhance student learning.

Statements	Indicators
<p>6.1 Determine students' learning needs in relation to the use of available information and communication technologies.</p>	<ul style="list-style-type: none"> • A range of strategies is used to gather data on students' interests, learning styles and prior learning in relation to information and communication technologies. • Collected data are analysed to determine students' learning needs in relation to information and communication technologies.
<p>6.2 Select learning strategies and resources based on the use of information and communication technologies to cater for students' learning needs and styles.</p>	<ul style="list-style-type: none"> • Technology-based learning strategies and resources (including software) are evaluated and selected according to their capacity to promote learning goals and meet students' needs, characteristics and learning styles. • Systems, resources and technology-based learning strategies are selected that: <ul style="list-style-type: none"> – support individualised and collaborative learning – involve all group members – recognise individual learning differences – ensure equity and access for all students – support students to manage the pace and sequence of their learning. • Individual learning needs and personal circumstances are taken into account in allocating access to systems and resources.
<p>6.3 Create learning experiences in which students actively use information and communication technologies to organise, research, interpret, analyse, communicate and represent knowledge.</p>	<ul style="list-style-type: none"> • Learning plans are developed that reflect an understanding of how information and communication technologies can be used to promote and enhance student learning across a range of teaching and learning activities. • Technology-based learning strategies are selected to foster computer-mediated communication and enable students to learn through a range of collaborative activities. • Learning experiences are structured to incrementally develop students' information and communication technology skills. • Safe and effective student access to technology is planned and implemented, taking into account available resources and the nature of the teaching and learning activity. • A range of group management strategies is implemented to achieve learning goals, to ensure all students actively participate in learning experiences, and to manage behaviour. • Learning experiences are selected and implemented that involve students in actively accessing, organising, researching, interpreting, analysing, communicating and representing knowledge through the application of information and communication technologies. • Learning experiences are planned and implemented that involve students in reflecting critically on the use, applications and outputs of information and communication technologies. • Student activity is monitored, and assistance is provided for students' use of hardware, software and networks. • Technical problems relating to the use of information and communication technologies are identified and dealt with in line with school policy and procedures.
<p>6.4 Evaluate the effectiveness of teaching and learning approaches based on the use of information and communication technologies.</p>	<ul style="list-style-type: none"> • The effectiveness of technology-based teaching and learning approaches is evaluated by monitoring students' understanding, patterns of use, performance on specific tasks, and feedback. • Evaluation outcomes are incorporated in reviews of technology-based teaching and learning approaches. • Information and insights gained through reviewing technology-based teaching and learning approaches are shared with colleagues and other relevant personnel and used to inform future planning.

Statements	Indicators
6.5 Use information and communication technologies to access and manage information on student learning.	<ul style="list-style-type: none"> • Education Queensland’s and the school’s policies and procedures on the use of information and communication technology tools for accessing and managing student information are known and followed. • Student information is maintained using appropriate systems and software.

Underpinning knowledge and skills:

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland, and the school, on information and communication technologies
- relevant curriculum frameworks, syllabuses and program documents
- an outcomes approach to education
- Productive Pedagogies
- strategies for integrating information and communication technology skills across curriculum areas
- teaching and learning strategies based on the use of information and communication technologies
- learning technology resources – print, CD-ROM, DVD, software packages, online resources
- systems for program delivery – stand-alone and networked computers, online systems, broadcast, telecommunications
- electronic support and communications systems – email, bulletin board, the Internet
- data collection technology – student management systems, electronic markbooks, curriculum management systems
- management of computer resources in learning environments
- content area and trans-disciplinary knowledge.

7. Assess and report on student learning.



This standard covers the requirements for planning and conducting assessment, providing feedback to students, reporting on student learning and using the outcomes of student assessment to inform program planning.

Statements	Indicators
7.1 Establish and communicate learning goals and assessment criteria.	<ul style="list-style-type: none"> • Relevant state and school curriculum documents are read and interpreted to identify learning goals and assessment criteria. • Learning goals and assessment criteria are established in consultation with colleagues and, where appropriate, are negotiated with students. • Assessment arrangements are planned so that they are consistent with learning goals and take account of the relationships between teaching, learning and assessment. • Learning goals and assessment criteria are communicated and explained to students, parents and caregivers.
7.2 Plan for assessing student learning.	<ul style="list-style-type: none"> • The evidence required to make judgments about student achievement of learning outcomes is established in consultation with colleagues. • A range of assessment methods, including peer assessment and self-assessment, is selected to take account of the characteristics of the student group, learning styles, the type and amount of evidence required and resource requirements. • Assessment activities, including formative, diagnostic and summative assessment methods, are planned to ensure that a variety and balance of assessment approaches are used to gather evidence throughout the program. • Assessment materials are selected or developed to gather valid, reliable and sufficient evidence. • Resources required to support assessment activities are organised and arranged within a safe and accessible learning environment.
7.3 Collect and use multiple sources of valid evidence to make judgments about student learning.	<ul style="list-style-type: none"> • Assessment processes are explained and, where appropriate, negotiated with students. • Assessment evidence is gathered using the selected assessment methods and materials. • Assessment evidence is collected and used in an ethical and professional manner in accordance with school policy and procedures. • Assessment evidence is evaluated, and the assessment decision is made in relation to the student's achievement of the learning outcomes, and the assessment criteria. • Assessment results are moderated and recorded in accordance with the school's record-keeping arrangements.
7.4 Communicate with students, families, caregivers and other authorities about student progress.	<ul style="list-style-type: none"> • Outcomes of assessment processes are used to identify strengths and weaknesses in individual student performance in relation to the learning outcomes of the program. • Clear, accurate and concise feedback is provided to students on the outcomes of assessment processes. • Opportunities are provided for students to reflect on their assessment results, undertake self-assessment and identify their own learning needs. • Reports on student progress are communicated to parents and caregivers through the school's reporting arrangements. • Information on student performance is prepared and reported to the relevant authorities for certification purposes in accordance with school policy and procedures. • Strategies for meeting students' learning needs are identified and discussed with the student, parents, caregivers and colleagues. • Assessment activities and reporting of assessment results are conducted in an ethical manner, with due regard for confidentiality and the privacy of students.

Statements	Indicators
7.5 Use assessment results to guide program planning, delivery and assessment.	<ul style="list-style-type: none"> • Student performance on assessment activities is analysed to identify learning needs as well as strengths and weaknesses in program planning, delivery and assessment. • Program content, teaching strategies and assessment arrangements are reviewed during the program to take into account the outcomes of assessment processes. • Assessment data are incorporated in reviews of assessment methods, materials and procedures. • Assessment data are incorporated in program review and planning processes.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by relevant authorities, and the school, on student assessment and reporting
- relevant curriculum frameworks, syllabuses and program documents, including any specific assessment requirements
- an outcomes approach to education
- the purpose of assessment and use of assessment data
- alternative assessment systems, including formative, summative, descriptive and negotiated approaches
- relevant phases of learning (Early Years, Middle and Senior Phases)
- assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- assessment methods and strategies, including criteria for selecting and evaluating assessment tools
- factors that influence the selection of assessment methods, including characteristics of the learning, the type and nature of evidence required, and resource requirements
- how to utilise statewide and national assessment data to understand student progress
- content area and trans-disciplinary knowledge
- moderation principles and processes
- ethical responsibilities involved in assessing student learning (e.g. confidentiality)
- program review and planning processes
- effective communication skills and strategies
- the preparation of required documentation to report to students, families, caregivers and colleagues.

8. Support the social development and participation of young people.



This standard covers the requirements for establishing learning environments that support and assist students in developing self-esteem, building positive relationships with others and assessing and planning their personal futures.

Statements	Indicators
8.1 Actively support students in developing personal identity, self-esteem and a positive self-image.	<ul style="list-style-type: none"> • Learning environments are established in which relationships between students and with their teachers and other adults are based on trust and mutual respect. • Learning experiences that enable students to identify, clarify, and reflect on their ideas, values and opinions are planned, implemented and evaluated. • Communication and interaction with students foster their confidence, self-esteem and self-image.
8.2 Assist students to develop sound relations and empathy with others.	<ul style="list-style-type: none"> • Learning experiences are planned and implemented that involve students in analysing their roles and responsibilities in the family, school and community. • Learning environments are established in which students interact respectfully with others, including those with whom they have differences. • Learning experiences are planned and implemented that enable students to develop skills in negotiation, problem-solving and conflict resolution. • Group activities are planned, implemented and evaluated so that students use collaborative processes to set and achieve goals, conduct investigations, create solutions and solve problems.
8.3 Construct learning experiences in which students assess and plan their personal futures.	<ul style="list-style-type: none"> • Education Queensland's and the school's policies and procedures on personal development education are used to develop learning experiences that focus on student decision making and exploration of health and human relations issues. • Learning experiences are planned and implemented that encourage students to develop optimistic visions of the future, set personal goals and establish plans for achieving those goals. • Opportunities are provided for students to develop skills in personal decision making, evaluating life choices, and locating and using information and services related to lifestyle, health and human relations issues. • Where appropriate, strategies are used for assisting, and obtaining support for, students who are at risk. • Personal skills in assisting students to identify goals and plans are evaluated, and where necessary, strategies are adopted for improving this aspect of professional practice.
8.4 Support students by providing appropriate pastoral care* across a range of activities.	<ul style="list-style-type: none"> • Education Queensland's and the school's policies and procedures on providing pastoral care are known and followed. • Teachers' ethical and legal responsibilities in relation to providing pastoral care are understood. • Opportunities are provided for students and their families to consult with the teacher on matters relevant to the student's education. • Effective communication skills, including active listening, are demonstrated in providing pastoral care to students. • Communication with students and their families and caregivers is conducted in accordance with school policy and procedures. • Strategies for assisting students to analyse their own situations and to identify possible solutions to academic and personal issues are known and applied where appropriate. • Appropriate services that cater for students' learning and personal needs are identified and accessed where appropriate. • Personal skills in providing pastoral care are evaluated, and where necessary, strategies are adopted for improving this aspect of professional practice.

*Provisions made to advise students on issues of personal care and concern.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland (including Department of Education Manual), and the school, on:
 - principles of inclusive curriculum
 - cultural and linguistic diversity
 - anti-racism
 - gender equity
 - students with disabilities
 - students with learning difficulties
 - students who are gifted and talented
 - health and safety
 - child protection
 - managing behaviour in a supportive school environment
 - human relationships education
 - active and informed citizenship.
- relevant curriculum frameworks, syllabuses and program documents
- Productive Pedagogies
- lifeskills programs
- child and adolescent development, including its holistic nature
- characteristics and needs of learners in Early Years, Middle and Senior Phases
- the learner's self-esteem in the learning process
- cooperative learning strategies
- change management theory and processes
- reflective strategies
- mentoring/coaching and counselling strategies
- lifestyle, health and human relations issues
- strategies for negotiation, mediation and conflict resolution
- an holistic perspective on dealing with students
- pastoral care
- the design, planning, implementation, documentation and review of learning experiences that support students' social development.

9. Create safe and supportive learning environments.



This standard covers the requirements for establishing learning environments that engage all students in purposeful learning experiences, encourage constructive interactions among teachers and students and enable students to manage their own learning and behaviour effectively.

Statements	Indicators
<p>9.1 Create safe learning environments that are based on mutual trust and respect and that provide social support for student achievement.</p>	<ul style="list-style-type: none"> • Learning experiences that foster positive attitudes to learning and student achievement are planned and implemented. • Constructive relationships based on mutual trust and respect are established with students. • Communication and interactions with students are conducted in an open, inclusive, equitable and ethical manner. • Strategies are established for promoting cooperative, supportive and collaborative relationships between students.
<p>9.2 Provide learning environments in which students have responsibility for their own learning.</p>	<ul style="list-style-type: none"> • Opportunities and support are provided for students to identify and analyse their individual learning goals. • Learning experiences are planned and implemented that encourage students to direct and manage their own learning in both individual and group contexts and to develop the skills to do this effectively. • Learning experiences are planned and implemented that involve students in reflecting on their own learning, identifying their learning needs and developing plans to meet their learning requirements.
<p>9.3 Implement student management strategies that enable students to learn to take responsibility for their own behaviour.</p>	<ul style="list-style-type: none"> • Education Queensland's and the school's policies and procedures on behaviour management are known and followed. • Learning environments that assist students to interact and work collaboratively and cooperatively with others are established. • Strategies are implemented for assisting students to monitor and review their own behaviour in a trusting and supportive environment. • Learning experiences are planned and implemented that assist students to develop effective communication skills and appropriate social and learning behaviours. • Strategies are implemented for providing students with regular feedback and reinforcement in relation to the acquisition and consolidation of appropriate behaviour-management skills. • Support processes are implemented for students who require specific skills in developing and maintaining appropriate social and learning behaviours. • Personal skills in behaviour management are evaluated, and where necessary, strategies are adopted for improving this aspect of professional practice.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland (including Department of Education Manual), and the school, on:
 - safe and supportive environments
 - equity
 - managing behaviour in a supportive school environment
 - school disciplinary absences.
- behaviour management strategies and their appropriate use
- Productive Pedagogies
- the importance of the learner's self-esteem in the learning process
- effective communication skills to create quality relationships with and among students
- safe, supportive and productive learning environments
- school decision-making processes
- child and adolescent development theories
- social and group dynamics
- interpersonal skills
- skills in negotiation and conflict resolution
- mentoring/coaching and counselling skills
- support services and resources provided by professionals, paraprofessionals and other significant adults.

10. Build relationships with the wider community.



This standard covers the requirements for communicating and liaising effectively with families, caregivers, business, industry, and community agencies; for involving these groups in student learning; and for successfully promoting the school, its goals and achievements.

Statements	Indicators
10.1 Establish and maintain relationships with families, caregivers, business, industry, and community agencies.	<ul style="list-style-type: none"> Formal and informal processes are established and maintained for developing relationships with families, caregivers, business, and the broader community. Families, caregivers and community members are encouraged to support and participate in student learning experiences. Opportunities are created for families, caregivers, and business and community members to contribute specialist knowledge and skills to the planning and implementation of learning experiences. Partnerships are established with business, industry, and community agencies to enhance student learning. Education Queensland's and the school's policies and procedures regarding ethical and professional behaviour, privacy and confidentiality are applied to all interactions with families, caregivers, business, industry, and community agencies.
10.2 Establish learning environments that acknowledge the concerns, values and priorities of students' families, cultures and communities.	<ul style="list-style-type: none"> Accurate information on the concerns, values and priorities of students' families, cultures and communities is sought from a range of appropriate sources. Learning experiences are planned and implemented that are meaningful to students and build on the knowledge and skills developed in the home and community. Learning experiences are planned and implemented that acknowledge and critically examine the concerns, values and priorities of students' families, cultures and communities. Learning experiences are designed to provide students with opportunities to actively contribute to the development and promotion of their local communities.
10.3 Promote the school and public education in the community.	<ul style="list-style-type: none"> Opportunities are created, either individually or in collaboration with colleagues, to promote a positive image of public education and the school to families, caregivers and the school community, and where appropriate, to business, industry, and community agencies. Community networks are used to promote and publicise school activities, events and achievements.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies and documents developed by Education Queensland, and the school, on community partnerships, vocational education and training, and pathways for students
- cultural and social attributes of the community
- advantages of developing worthwhile partnerships with relevant parties and stakeholders
- contributions that family and community can make to learning programs
- effective communication skills and strategies – informing, liaising, consulting, negotiating
- collaborative processes
- teamwork and networking
- family, business and community contexts and networks
- strategies to celebrate and promote the success of the school's students, staff and programs to the wider community.

11. Contribute to professional teams.



This standard covers the requirements for the teacher to be actively engaged in collaborating and sharing with other personnel to provide the best learning outcomes for students.

Statements	Indicators
11.1 Establish and effectively implement procedures to meet personal work-related goals and priorities.	<ul style="list-style-type: none"> • Personal work-related goals are identified, consistent with school policies and procedures. • Competing demands are prioritised to achieve personal, team and school objectives and timelines. • Strategies are developed to ensure problems with meeting work commitments are effectively resolved. • Technology is used efficiently and effectively to manage work priorities and commitments. • Guidance and support from others are sought when additional expertise or review is required.
11.2 Contribute to the effective functioning of professional teams.	<ul style="list-style-type: none"> • Participation in a range of informal and formal professional teams is undertaken in accordance with personal expertise and interests, school priorities, position description and school-management structure. • Contributions are made to determine the goals, roles and responsibilities of work teams, consistent with the school's policies, procedures, planning frameworks and priorities. • Open and interactive communication processes are used to obtain and share information, solve problems, generate new ideas and evaluate issues relating to student learning experiences and outcomes, and key school objectives. • Strategies for supporting and valuing the contributions of others are implemented. • Contributions are made to the monitoring and review of work teams with the aim of enhancing team performance and achieving agreed goals.
11.3 Work with professionals, paraprofessionals, teacher aides and other community-based personnel.	<ul style="list-style-type: none"> • Partnerships are formed with a range of professionals, paraprofessionals, teacher aides and other community-based adults to support and deliver student learning experiences. • Relevant professionals, paraprofessionals, teacher aides and other community-based adults are involved, where relevant, in the planning, implementation and evaluation of learning experiences and monitoring of student progress. • Strategies are implemented for establishing and maintaining ongoing communication and effectively working with relevant professionals, paraprofessionals, teacher aides and other personnel.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- school policies and procedures
- school decision-making processes
- the interdependent nature of the various teams, formal and informal, within schools
- principles of group dynamics including roles of team members
- teamwork techniques
- communication techniques
- problem-solving strategies
- principles of conflict resolution and the ability to use associated strategies
- negotiation techniques
- personal planning and work-organisation skills
- time-management skills
- goal setting
- roles of professionals and paraprofessionals in supporting student learning

12. Commit to professional practice.



This standard covers the requirements for reflecting critically on professional practice, establishing professional learning goals, planning and undertaking learning and development and participating in the extended professional community.

Statements	Indicators
12.1 Reflect critically on professional practice.	<ul style="list-style-type: none"> • Outcomes of work are analysed, strengths and weaknesses in professional knowledge and skills are identified, and the effectiveness of teaching and learning practices is evaluated. • Information and insights gained through the analysis of teaching and learning practice are used to further develop personal professional theories about the ways individuals and groups learn. • Analysis of teaching and learning practice is used to identify personal learning and development needs. • Learning and development opportunities are identified, planned and undertaken with a view to enhancing teaching and learning practices. • Information and ideas are sourced, analysed and evaluated to provide for specific learning and development needs and to enhance personal understanding of teaching and learning. • Educational trends, issues and innovations are analysed and discussed in relation to their impact on teaching and learning practices. • Outcomes of educational research are reviewed and incorporated, where appropriate, in teaching and learning practices. • Information, ideas and understandings about teaching and learning are exchanged with colleagues and other relevant personnel with a view to strengthening teaching and learning practices. • Ideas and strategies for enhancing professional practice are identified, assessed, and incorporated in personal teaching and learning practices. • Planned changes to teaching and learning practices stemming from critical self-reflection and from learning and development are reviewed and evaluated.
12.2 Contribute to learning communities and other professional networks.	<ul style="list-style-type: none"> • Learning communities both within and outside the school are identified and accessed in accordance with personal professional needs. • Potential to enhance teaching and learning practice through contributing to learning communities is assessed. • Opportunities are pursued for involvement in collaborative curriculum planning, and learning and development activities. • Opportunities are taken to contribute to the development of pre-service teachers and the work of professional organisations, syllabus and curriculum development authorities, and professional learning and development agencies.
12.3 Participate in school governance.	<ul style="list-style-type: none"> • Education Queensland's and the school's policies and procedures related to school governance are known. • Personal roles and responsibilities in relation to school governance are fulfilled in accordance with requirements of the position description and school-management structure. • Participation in school governance teams is undertaken in accordance with personal expertise and interests, school priorities, position description and school-management structure. • Role in school governance is self-assessed, and contributions are made to the continuous improvement of school governance arrangements.
12.4 Meet ethical, accountability and professional requirements.	<ul style="list-style-type: none"> • Teaching duties, including teaching and non-teaching tasks, are performed in accordance with the relevant position description, taking into account the stated needs and priorities of the school community. • Opportunities are sought and accepted to support, and advocate for, the teaching profession and public education. • Education Queensland's and the school's policies and procedures regarding ethical behaviour, accountability and professional requirements are followed in performing the full range of teaching duties.

Statements	Indicators
	<ul style="list-style-type: none"> • Appropriate procedures and sources of advice for resolving ethical, accountability and professional conflicts involving self and others are known and evaluated. • Personal responsibility for maintaining knowledge of ethical, professional and accountability requirements is recognised, and strategies are implemented for obtaining up-to-date information on these matters. • Ethical, accountability and professional issues are assessed, possible solutions and consequences are evaluated, and appropriate actions are determined.

Underpinning knowledge and skills

This aspect of professional practice is informed by a knowledge and understanding of:

- policies developed by Education Queensland (including Department of Education Manual), the Board of Teacher Registration, and the school, on accountability, and ethical and professional conduct
- strategies for reflective practice
- skills to access major areas of current research in education, including information and communication technologies
- learning and development programs, activities and resources
- professional bodies and organisations with the capacity to support learning and development activities
- professional associations
- professional and community networks
- staff/team/work-group dynamics
- research techniques
- teamwork techniques
- problem-solving strategies
- communication and negotiation techniques
- school decision-making processes
- school-management and organisational structures
- ways of sourcing information on educational trends, innovations and issues
- mentoring/coaching techniques
- support services and resources.

Development

Throughout 1999, the Professional Standards for Teachers were developed to articulate, acknowledge and support the changing nature of teachers' work taking account of the impacts of the 'knowledge society' being examined through the Queensland State Education-2010 initiative and its related research activity.

The collaborative development of the standards with Education Queensland teachers, the Queensland Teachers' Union (QTU) and key stakeholders along with statewide piloting and continuing work with a wide range of teacher cohorts have provided strong endorsement for the standards and their use as the cornerstone to shape, influence, support, revitalise and sustain teacher quality and teacher professionalism in state schools in Queensland.

A significant goal throughout the development was to engage the expertise of practising teachers and to acknowledge the commitment and responsibility that professionals show in driving their own learning and development. Input gained through extensive consultation with individuals and groups of teachers was incorporated into revisions of the document.

During 2002, 230 teachers across the state took up the opportunity to participate in a pilot to test the standards as a definition of their contemporary work and to help shape their use. Following this pilot, the *Professional Standards for Teachers: Guidelines for Professional Practice* was endorsed for use by teachers and administrators in Education Queensland.

A joint EQ-QTU taskforce now determines the direction of the Professional Standards program and a Reference Group of practising teachers analyses, considers and makes recommendations regarding standards content and future directions.

A Learning Approach

Equally as important as the authentic and contemporary expression of teachers' work through the standards has been the approach underpinning programs designed to support teachers in their use. A particular focus of program design is to engage teachers in examining and understanding professional and systemic culture and their contribution to it.

This learning approach is strongly endorsed by teacher participants and borrows strongly from change management theory rather than traditional policy implementation. Teachers have responded strongly and positively to the opportunity to design and adapt uses for the standards to fit their own team, school and

network contexts. Considerable time has been taken to grow the community of teachers across the state using the standards to focus on and strengthen aspects of their practice relevant to their individual, team and school priorities.

Teachers have strongly expressed their appreciation for the standards as an 'umbrella' to align and understand the range of systemic imperatives that they need to integrate into their practice.

Groups of teachers are using the standards to collaboratively examine and strengthen their practice over a wide range of focus areas including:

- cluster approach to Middle Schooling Action Plan
- Preparing for the Preparatory Year initiative
- inclusive education and participation
- pedagogy in a range of subject areas: Science, Maths, English, LOTE
- mentoring and induction.

Future Directions ...

More recently, specific programs focusing on using the standards as a platform for teacher leadership have attracted interest and positive feedback from teachers and administrators.

Opportunities to further embed the standards in systemic processes are sought and considered by the joint taskforce. For example, in 2004, a revised process embedding the standards as the selection criteria for graduate teachers was developed and piloted with strong positive support from participants. Further applications for the standards will be examined by the joint taskforce and processes and tools to support those uses will be developed.

Another focus area is to build a comprehensive model that mirrors and recognizes both the learning and practice that characterize the teaching professional.

Whatever the motivation, the process of reflecting, and planning and undertaking professional learning and development will:

- acknowledge and strengthen the knowledge and skills of teachers in Queensland state schools as they deliver learning experiences to enable our students to become active citizens in a learning society
- underline the alignment of teachers' values, emotions and intellect with school and system strategies
- celebrate the professionalism of the reflective practitioner
- enhance community confidence in public education and the teaching profession.