Department of
Education

Competency Framework
FOR TEACHERS

Competency Framework FOR TEACHERS

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Introduction

The Department of Education and Training of Western Australia is committed to strengthening professional excellence in government schools. Research confirms teacher quality as one of the most important school factors influencing student achievement. This *Competency Framework for Teachers* forms a major part of the Department's continuing promotion of quality teaching, contributing to the improvement of outcomes for students.

The Department recognises that teachers are highly dedicated and strive to improve outcomes for their students. Professional learning is seen as a key means of ensuring that teachers have the skills, knowledge and understandings necessary to provide students with high quality education.

The Framework has been developed through analysis of national and international teacher competencies and consultation with members of the teaching profession. Competency frameworks describe professional standards for teaching and make the knowledge and capabilities of teachers explicit for those within and outside the profession. They provide the means by which good teaching can be identified, rewarded and celebrated.

This Framework articulates competency standards for teachers working within Western Australian government schools. Competency standards outline the varying degrees of effectiveness teachers demonstrate when applying their professional knowledge, skills and attributes to their specific teaching context.

By providing explicit standards that guide teachers in their work to improve students' levels of educational achievement, the Framework is a valuable tool for increasing public confidence in the school education system. It emphasises that the teaching profession requires teachers to be life-long learners who engage in ongoing professional learning during the course of their careers.

The Department's development of this Framework provides teachers, teacher educators, teacher organisations and professional associations with a description that establishes agreed dimensions of effective teaching and offers a common reference point for professional reflection, discussion and action.

Professional reflection is central to improving teacher standards and supporting the development of career pathways. The Framework is a tool for classroom teachers to:

- reflect on their professional effectiveness
- determine and prioritise areas for professional growth
- identify professional learning opportunities
- assist their personal and career development planning.

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Background

RATIONALE

The Framework was developed to:

- provide a structure and language within which statements of professional standards are defined. By setting out essential elements of effective teaching it acts as a common reference point for dialogue between members of the profession and the community
- promote and support quality teaching by making explicit knowledge, skills and attributes that characterise good teaching practice. Understanding what teachers know, do and value is an important step in enhancing the profile and standing of the profession
- give teachers a tool that outlines a continuum of abilities and responsibilities central to professional excellence. This enables teachers to make informed decisions about the direction of their professional learning as they aspire to a higher level of performance
- identify knowledge, skills and behaviours needed to assist practising teachers move along their chosen career path
- raise the quality of education in Western Australian schools by providing teachers with a document that supports their efforts to improve their professional practice thereby enhancing student outcomes
- provide direction for tertiary institutions and professional development providers as they continue to develop programs that ensure the development of quality teaching.

THE DEVELOPMENT PROCESS

The development of professional standards for teachers has grown in importance in the field of education in Australia and overseas. At the national level, development of the *National Framework for Professional Standards for Teaching* is a key initiative. The *National Framework facilitates* national agreement on and consistency around what constitutes quality teaching and national collaboration in supporting quality teaching.

The Department has made extensive use of the *National Framework* in developing this Framework. Additionally, standards developed by national teaching associations for English, Mathematics and Science have been drawn upon during the development process.

This Framework is the product of a comprehensive consultation process involving teachers, professional associations, tertiary institutions, the Australian Education Union and other key stakeholders. From the outset, the Department acknowledged that in order for the Framework to be a credible and valuable tool teachers needed to have a significant role in the development process.

It has been developed on the understanding that any consideration of what constitutes quality teaching needs to take into account the diversity of contexts and conditions in which teachers work. All efforts will continue to be made to ensure involvement of teachers with a range of teaching situations and experiences.

Key Principles

Principle 1

The Framework articulates professional knowledge, skills, and attributes essential for all classroom teachers, operating across three broad phases of competency. The competencies are generic and may be applied to specific teaching and learning contexts as defined by students, phases of schooling and learning areas.

Principle 2

The competency standards are represented through five discrete generic dimensions of teachers' work. Effective teaching requires successful integration of these dimensions.

Principle 3

Classroom teachers assume roles beyond the classroom in endeavouring to maximise their students' learning. These roles include working collaboratively with colleagues and other members of the school community, and communicating with parents and other caregivers.

Principle 4

The phases do not signify levels of experience; rather they frame general and recognisable aspects of professional capacity and achievement.

Principle 5

Teachers develop their knowledge, skills and practices throughout their professional lives. This development is not linear. Teachers enter the profession with varying levels of prior learning, work experience and professional preparation, working in a range of different contexts that combine to shape their professional profile.

Principle 6

There are essential attributes that people wishing to enter the teaching profession should have if they are to be effective teachers.

Principle 7

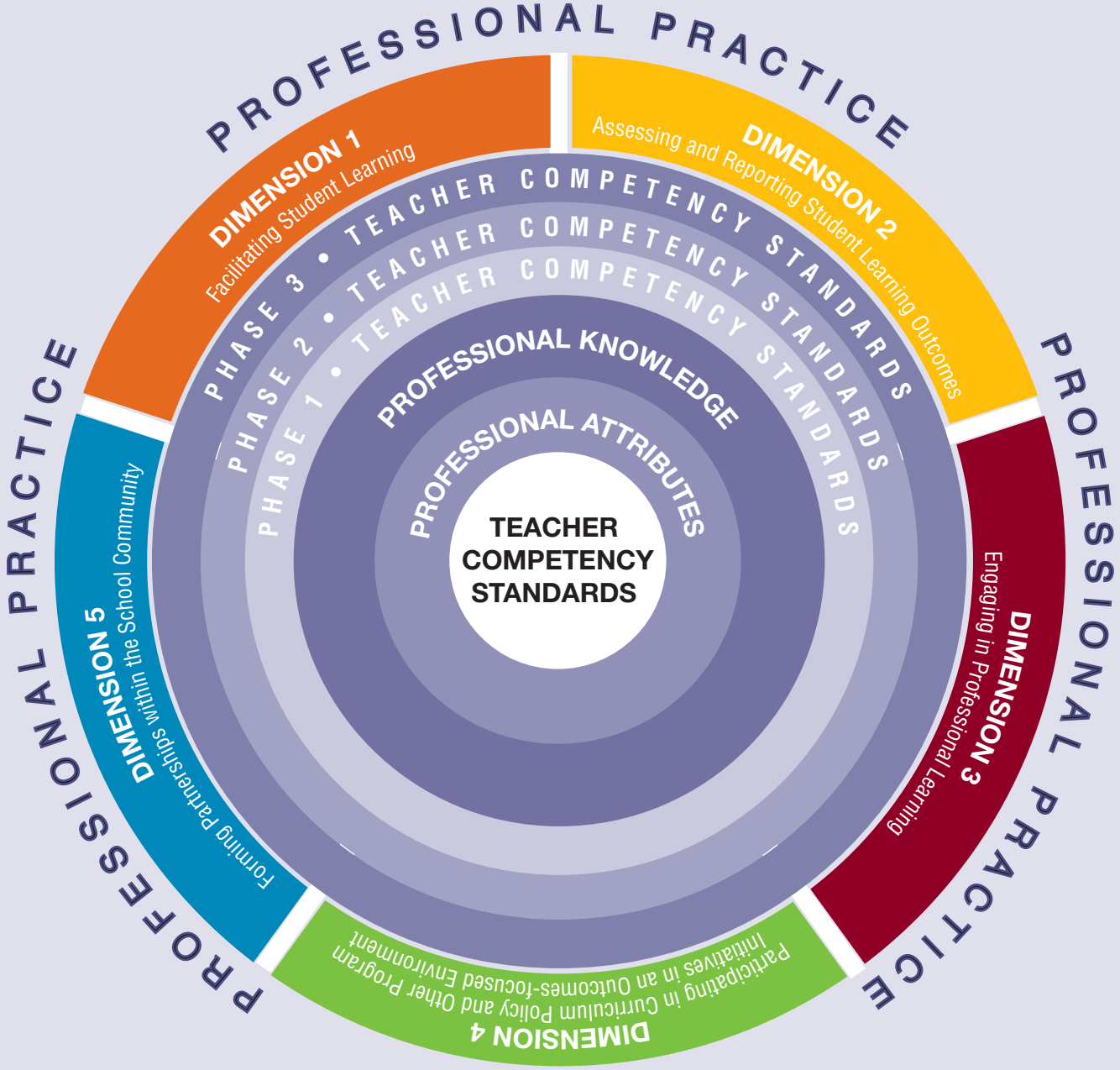
The *Curriculum Framework* guides teachers as they develop and implement their teaching and learning programs.

Principle 8

The actions of effective teachers are guided by the Department's values. These values are:

- learning, where a positive approach to learning is taken for ourselves and others
- excellence, reflecting high expectations for students and ourselves
- equity, where the different circumstances and needs of others are recognised
- care, fostering a relationship based on trust, mutual respect and acceptance of responsibility.

The Department also promotes through its *Staff Conduct* policy ethical practice and appropriate standards of conduct and behaviour.


PROFESSIONAL PRACTICE
DIMENSION 1
Facilitating Student Learning
DIMENSION 2
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PHASE 1 • TEACHER COMPETENCY STANDARDS
PROFESSIONAL KNOWLEDGE
PROFESSIONAL ATTRIBUTES
TEACHER COMPETENCY STANDARDS

Understanding the structure

The *Competency Framework for Teachers* articulates the complex nature of teaching by describing three professional elements of teachers' work: attributes, practice and knowledge. These elements work in an interrelated way as they are put into practice in classrooms.

The Framework consists of several components.

Three Phases

The Framework outlines competency standards for effective teaching across three broad phases of teachers' work, describing teachers' work along a continuum of practice.

The phases are dynamic and not related to length of service. A teacher may operate at any phase at any stage of their teaching career. For example, teachers with limited classroom experience may demonstrate some of the competencies in all of the phases.

As teachers become familiar with the competencies of each phase they will be able to determine the types of professional learning activities that best address their individual needs.

Dimensions of Teachers' Work

The Framework is based on a construct of five dimensions of teaching. Each dimension describes the generic characteristics of teachers' work that are central to the attainment of professional effectiveness.

Competency Standards

The term competency standard refers to "a combination of attributes underlying some aspect of successful professional performance" (Gonczi et al., 1990, p.9). Competency standards are concerned with application of professional knowledge and skills within the workplace and are underpinned by teachers' professional values.

Each competency standard is a statement of the level of competency a teacher exhibits for that dimension.

Critical Elements of Competency

Critical elements of competency are the basic building blocks of each competency standard. They map a range of professional actions teachers engage in as they apply their professional knowledge, skills and attributes to their teaching context. They are identifiable characteristics that contribute to the achievement of the overall competency standard.

Indicators of Effective Practice

Indicators of effective practice are competency-related professional actions that provide examples of the professional behaviours likely to be demonstrated by teachers who have attained a particular competency standard. The indicators listed are examples only.

Professional attributes

Professional attributes outline the characteristics that are readily identifiable as essential to effective teaching. These attributes ensure teachers are prepared for the challenges, demands and obligations of teaching. The Framework describes the way teachers work with students, parents/caregivers, colleagues and others.

Professional attributes provide the underpinning values, beliefs and skills for the decisions and actions teachers make in their day-to-day work. They describe the attitudes and behaviours through which teachers demonstrate their ability to facilitate student learning.

Attribute Descriptors

Effective teachers throughout all phases of their teaching career demonstrate the following professional attributes.

PHASE 1	PHASE 2	PHASE 3
COLLABORATIVE Teachers demonstrate good interpersonal skills by creating opportunities to communicate and share knowledge, ideas and experience with others. They seek assistance from colleagues and are keen to consider and act upon advice offered. Teachers acknowledge and encourage students, parents and caregivers as partners in learning.		
COMMITTED Teachers are dedicated to educating young people and act in the best interests of students. They enjoy meeting the challenges encountered in educating others and are inspired to make a difference. Teachers are devoted to the educational, personal, social, moral and cultural development of their students and aim to teach them how to be life-long learners and active members of society.		
EFFECTIVE COMMUNICATOR Teachers have a presence that creates a positive influence on students' behaviour. They can articulate their thoughts and ideas whilst modifying their language according to the context and audience.		
ETHICAL Teachers respect the rights of others by acting with consistency and impartiality. They have an understanding of the principles of social justice and demonstrate this by making just and fair decisions.		
INNOVATIVE Teachers are creative problem solvers who are willing to take risks in order to find new and enterprising solutions to educational issues and are inventive when developing educational programs. They provide learning experiences that engage student interest and enhance student learning.		
INCLUSIVE Teachers treat students with care and sensitivity by identifying and addressing their educational, physical, emotional, social and cultural needs. They are astute in recognising and responding to barriers that inhibit student outcomes.		
POSITIVE Teachers are supportive and constructive in their interaction with others. They show flexibility in an ever-changing work environment and are willing to consider critically and implement change. Teachers are advocates of their profession.		
REFLECTIVE Teachers are insightful in analysing their professional practice and can demonstrate evidence-based decision-making. Teachers draw upon their professional knowledge to plan a course of action and determine goals that improve their practice and student learning. They are informed professionals who avail themselves of professional learning opportunities in order to examine critically new and emerging educational trends.		

Professional knowledge

The Framework is based on the premise that effective teachers draw on a body of professional knowledge in order to maximise their ability to improve student educational outcomes. Knowledge of students, curriculum, subject matter, pedagogy, education-related legislation and the specific teaching context is the foundation of effective teaching and enables teachers to be responsive to the changing needs of students.

This Framework supports teachers as they continue to build upon their professional knowledge. It promotes ongoing professional learning and incorporates contemporary teaching theory.

Underpinning Professional Knowledge

Competency standards within the Framework are underpinned by the following core professional knowledge. It requires teachers to:

- understand the structure and function of the Western Australian *Curriculum Framework* and its implication for school-based curriculum development, teaching and learning
- comprehend the purpose, nature and use of a variety of assessment strategies and understand how information acquired through assessment processes can be used to reflect upon and modify teaching
- understand that students' learning is influenced by their development, experiences, abilities, interests, language, family, culture and community
- know the key concepts, content and processes of inquiry that are central to relevant learning areas
- be familiar with the framework of law and regulation affecting the school system and teachers' work
- be aware of government, systemic, district and school policies that underpin educational programs and services.

Professional practice

	PHASE 1 Teachers operating within the first phase should:	PHASE 2 Teachers operating within the second phase should:	PHASE 3 Teachers operating within the third phase should:
DIMENSION 1 **Facilitating Student Learning**	Engage students in purposeful and appropriate learning experiences	Cater for diverse student learning styles and needs through consistent application of a wide range of teaching strategies	Use exemplary teaching strategies and techniques that meet the needs of individual students, groups and/or classes of students in a highly responsive and inclusive manner
DIMENSION 2 **Assessing and Reporting Student Learning Outcomes**	Monitor, assess, record and report student learning outcomes	Apply comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes	Consistently use exemplary assessment and reporting strategies that are highly responsive and inclusive
DIMENSION 3 **Engaging in Professional Learning**	Reflect critically on professional experiences in order to enhance professional effectiveness	Contribute to the development of a learning community	Engage in a variety of learning activities that promote critical self reflection and the development of a learning community
DIMENSION 4 **Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment**	Participate in curriculum policy and program teamwork	Provide support for curriculum policy or other program teams	Provide leadership in the school by assuming a key role in school development processes including curriculum planning and policy formulation
DIMENSION 5 **Forming Partnerships within the School Community**	Establish partnerships with students, colleagues, parents and other caregivers	Support student learning through partnerships and teamwork with members of the school community	Facilitate teamwork within the school community

Five dimensions

The five dimensions describe the major professional responsibilities and actions teachers carry out in their professional lives. These dimensions interconnect with each other and collectively contribute to teachers' effectiveness. They are an arbitrary arrangement of teaching behaviours that relate to a specific activity rather than representing an ordered sequence of events.

Professional excellence involves teachers engaging in all five dimensions. Dimensions 1 and 2 are critical in the practice of teaching and articulate effective interaction between teacher and student. Dimensions 3, 4 and 5 describe the working environment that supports effective teaching.

UNDERSTANDING THE FIVE DIMENSIONS OF TEACHERS' WORK

DIMENSION 1	Facilitating Student Learning

Dimension 1 describes the complex task of teaching and learning. It outlines how teachers plan, develop, manage and apply a variety of teaching strategies to support quality student learning.

PHASE 1	Phase 1 teachers facilitate student learning by planning lessons that engage students and provide a purpose for learning. They experiment with different approaches to teaching, addressing the needs of students and priorities of the school. In this phase, learning is often teacher directed with the teacher taking responsibility for determining what students will learn, to what degree and how.
PHASE 2	Phase 2 teachers develop a personal philosophy of teaching and learning based on extensive trialling of different teaching approaches. They are confident of their methods, providing more individualised education programs for students. Students are given greater opportunity to determine what and how they learn, what level of achievement they aim for and how they will demonstrate their level of understanding. In this phase, student-centred learning is a focus and teachers recognise their role includes acting as a facilitator and guide to learning.
PHASE 3	Phase 3 teachers focus on student-centred learning and have an extensive repertoire of teaching strategies. They negotiate learning outcomes with students to support students in becoming autonomous learners. These teachers have a more global approach and recognise that student learning is best supported not only by the teacher but also by the wider community. They make themselves open to new and developing trends in education, acknowledging that teachers, colleagues, specialists and parents/caregivers must all work as a team in order to provide the best education for students.

DIMENSION 2 Assessing and Reporting Student Learning Outcomes

Dimension 2 describes how teachers monitor, assess, record and report student learning.

PHASE 1	Phase 1 teachers assess learning experiences using a variety of assessment strategies that allow all students to demonstrate their understanding of different outcomes. Phase 1 teachers record the information gathered through assessment with accuracy and consistency. They use this information to report to parents and caregivers on student outcomes.
PHASE 2	Phase 2 teachers have a more extensive range of methods for assessing and recording student outcomes. They make evidence-based judgements about student outcomes and plan for further learning. When reporting, these teachers provide feedback to a wider audience and actively participate in whole-school monitoring, recording and reporting activities. They also ensure the validity of their assessment by verifying their interpretations with colleagues.
PHASE 3	Phase 3 teachers recognise that assessment must be an ongoing process that provides information about student achievement as a result of learning experiences. They develop exemplary assessment strategies inclusive of students' individual needs. When reporting they offer valuable insights into students' beginning level of understanding, progress after completing programs of work and suggestions for future focus. Phase 3 teachers take an active role in the development and application of whole-school monitoring, recording and reporting activities. They share their knowledge and experience of using innovative assessment to assist colleagues. They also review the effectiveness of assessment strategies and make recommendations for improvement.

DIMENSION 3 Engaging in Professional Learning

Dimension 3 describes how teachers manage their own professional learning and contribute to the professional learning of their colleagues.

PHASE 1	Phase 1 teachers are involved in identifying their own professional learning needs. They seek feedback and direction from a variety of sources to plan for and participate in professional learning. These teachers establish individual approaches to teaching and learning and undertake formal and informal professional learning to support and extend their teaching.
PHASE 2	Phase 2 teachers continue to plan and participate in personal professional learning, moving their focus to developing a learning community. They support other teachers who are new to the school or to teaching by familiarising them with the school environment. They identify their strengths in regard to professional knowledge, understanding and skills and share this expertise in order to support the professional learning of colleagues.
PHASE 3	Phase 3 teachers participate in professional learning as well as supporting the professional learning of colleagues. They engage in ongoing critical reflection to generate and apply new ideas that contribute to the improvement of teaching and leadership practice. They mentor and help establish school-based teaching and learning research projects to enhance all teachers' learning.

DIMENSION 4 Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment

Dimension 4 describes how teachers participate in the development and management of curriculum policy in their particular school environment.

PHASE 1	Phase 1 teachers participate in teams related to curriculum policy. With guidance from curriculum leaders they are able to carry out tasks that support team decision-making.
PHASE 2	Phase 2 teachers help determine issues to be addressed at curriculum policy meetings and are able to collect, analyse and present information related to these issues. They support the implementation of curriculum policy and provide guidance to colleagues where needed.
PHASE 3	Phase 3 teachers are curriculum leaders. These teachers promote changes that improve student learning and support the implementation of system initiatives. They collaborate with colleagues to develop, manage and evaluate curriculum and program initiatives. They apply knowledge gained through extensive professional learning to the tasks of analysing the school's operating environment and developing curriculum policy that responds to the specific needs of the school.

DIMENSION 5 Forming Partnerships within the School Community

Dimension 5 describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other caregivers to enhance student learning.

PHASE 1	Phase 1 teachers establish positive partnerships with students, colleagues, parents and caregivers. They respect students as individuals and respond to students' needs appropriately and sensitively. Teachers operating in this phase work cooperatively with colleagues, acknowledging and valuing different perspectives. Phase 1 teachers initiate contact with parents and caregivers, providing ongoing information about students and school issues.
PHASE 2	Phase 2 teachers form positive partnerships with members of the wider school community. They see themselves as team members who take an active role in supporting other team members, providing constructive feedback and addressing the issues and concerns of others. These teachers also support the work of the team by attending to associated organisational tasks.
PHASE 3	Phase 3 teachers facilitate and motivate when working with team members. They articulate and share knowledge gained through ongoing and comprehensive professional learning in regard to school development, curriculum and policy processes. They provide the direction for other team members and create mechanisms for ensuring the decision-making process allows for consensus, accountability, responsibility and equal opportunity.

phase 1

Teacher competency standard for **phase 1**

Overview of teacher competency standard for **phase 1**

DIMENSION 1 Facilitating Student Learning

Engage students in purposeful and appropriate learning experiences

A teacher operating within this phase is able to:

- undertake planning to support student learning
- apply a professional knowledge base to the design of learning experiences
- promote student learning
- cater for individual student learning styles and needs
- manage teaching and learning processes
- select and use instructional resources and information and communication technologies (ICT).

DIMENSION 2 Assessing and Reporting Student Learning Outcomes

Monitor, assess, record and report student learning outcomes

A teacher operating within this phase is able to:

- monitor and assess student learning outcomes to provide the basis for ongoing planning and reporting
- record student learning outcomes
- report progress to parents and others responsible for the care of students.

DIMENSION 3 Engaging in Professional Learning

Reflect critically on professional experiences in order to enhance professional effectiveness

A teacher operating within this phase is able to:

- reflect on professional experiences
- initiate action to promote ongoing professional growth
- explain own developing approach to teaching and learning.

DIMENSION 4 Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment

Participate in curriculum policy and program teamwork

A teacher operating within this phase is able to:

- develop and apply an understanding of the Western Australian *Curriculum Framework* to curriculum policy and program teamwork
- contribute to curriculum policy and program team meetings
- participate in tasks to support the work of curriculum policy and program teams.

DIMENSION 5 Forming Partnerships within the School Community

Establish partnerships with students, colleagues, parents and other caregivers

A teacher operating within this phase is able to:

- build and maintain learning partnerships with students
- work co-operatively with colleagues
- interact effectively with parents and other caregivers.

phase 1

DIMENSION 1 Facilitating Student Learning

Engage students in purposeful and appropriate learning experiences

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 1 are able to engage their students in sequences of purposeful and appropriate learning experiences to promote their learning.

CRITICAL ELEMENT UNDERTAKE PLANNING TO SUPPORT STUDENT LEARNING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- identifies learning outcomes for individuals and groups that are matched to students' developmental needs and are consistent with system, district and school curriculum requirements
- prepares purposeful and sequential learning experiences that integrate learning areas and are responsive to student interests and learning styles
- establishes coherent links between intended learning outcomes, learning experiences and forms of assessment
- makes provisions inclusive of individual students with particular learning needs
- addresses student safety issues and concerns.

CRITICAL ELEMENT APPLY A PROFESSIONAL KNOWLEDGE BASE TO THE DESIGN OF LEARNING EXPERIENCES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- designs learning experiences that take account of the key concepts, principles and theories, including those outlined in the *Curriculum Framework*
- links key concepts, principles and theories across the curriculum and to life applications
- uses knowledge of curriculum materials and resources in designing learning experiences
- applies an understanding of human development and learning theory to the design of learning experiences.

CRITICAL ELEMENT PROMOTE STUDENT LEARNING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- makes the purpose of learning experiences explicit to students and links new concepts to prior knowledge
- employs effective questioning strategies to promote student involvement and critical thinking
- uses varying patterns of interaction within and across learning experiences
- emphasizes language as a vehicle for learning through the use of discussion and by listening and responding to the ideas of others
- offers clear explanations of concepts, relationships, procedures and processes
- implements learning experiences that provide opportunities for student collaboration, problem solving, inquiry and creativity
- encourages students to take increasing responsibility for attaining learning goals
- assumes different roles in the instructional process based on the content and purposes of learning experiences
- promotes students' awareness of their own thought processes and the use of reflection to build new understandings.

DIMENSION 1 Facilitating Student Learning (continued)

CRITICAL ELEMENT CATER FOR INDIVIDUAL STUDENT LEARNING STYLES AND NEEDS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- modifies learning experiences to be inclusive of the learning styles and needs of individuals or groups of students
- provides individualized programs, support and instructions for students with specific needs.

CRITICAL ELEMENT MANAGE TEACHING AND LEARNING PROCESSES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- establishes and communicates explicit expectations for student learning and provides clear directions and instructions to students to support their engagement with learning experiences
- structures learning experiences to ensure students have a sense of purpose
- establishes and maintains a classroom environment which has clear, consistent expectations for standards of behaviour
- organises, allocates and manages time, materials and physical space to support learning
- encourages students to assume responsibility for their behaviour
- uses praise and encouragement to foster students' self-esteem and to promote investment in effort
- facilitates student ownership of classroom procedures
- applies positive management techniques to respond to off-task or inappropriate behaviour.

CRITICAL ELEMENT SELECT AND USE INSTRUCTIONAL RESOURCES AND ICT

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- applies knowledge or relevant learning areas in evaluating instructional resources and ICT for comprehensiveness, accuracy and usefulness in representing particular concepts
- uses a range of instructional resources and ICT within and across student learning experiences
- encourages students to select and use appropriate instructional resources and ICT to enhance thinking and to further conceptual understanding
- engages the wider community as a resource for learning
- utilises the whole school (physical and human) as an environment to enhance student learning
- manages access to human, physical and ICT resources that is inclusive of all students and facilitates the achievement of outcomes.

phase 1

DIMENSION 2 Assessing and Reporting Student Learning Outcomes

Monitor, assess, record and report student learning outcomes

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 1 are able to monitor, assess, record and report the student learning outcomes that result from engaging students in sequences of purposeful and appropriate learning experiences.

CRITICAL ELEMENT MONITOR AND ASSESS STUDENT LEARNING OUTCOMES TO PROVIDE THE BASIS FOR ONGOING PLANNING AND REPORTING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- relates assessment tasks to planned learning outcomes
- plans and uses purposeful assessment tasks which are integrated within and/or across sequences of learning experiences
- designs assessment tasks inclusive of all students, allowing students to demonstrate achievements in a variety of ways
- includes the use of ICT enriched assessment tasks
- provides students with clear and constructive feedback on performance within an appropriate time frame
- encourages student self/peer monitoring and reflection where appropriate
- uses information acquired through monitoring and assessment to inform planning
- plans and conducts monitoring and assessment activities in accordance with systemic, district and school policies.

CRITICAL ELEMENT RECORD STUDENT LEARNING OUTCOMES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- designs and uses a basic recording system of appropriate detail and utility
- records student learning outcomes accurately and consistently
- adheres to the principles of confidentiality.

CRITICAL ELEMENT REPORT PROGRESS TO PARENTS AND OTHERS RESPONSIBLE FOR THE CARE OF STUDENTS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- provides detailed, accurate and informative written and oral reports on student progress, consistent with recorded assessment information
- uses reporting procedures that articulate with school policies
- modifies language to suit context and audience when reporting student achievement
- encourages ongoing constructive dialogue with parents and caregivers about student progress and achievement.

phase 1

DIMENSION 3 Engaging in Professional Learning

Reflect critically on professional experiences in order to enhance professional effectiveness

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 1 are able to reflect critically upon their professional experiences in order to enhance their ongoing professional effectiveness, and to develop and review their approach to teaching and learning.

CRITICAL ELEMENT REFLECT ON PROFESSIONAL EXPERIENCES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- regularly reflects on a wide range of actions and experiences to identify areas for ongoing professional growth
- obtains feedback from a variety of sources to prompt reflection and action
- establishes goals for his or her own professional development
- engages in dialogue with colleagues in relation to professional issues
- uses classroom observation, information about students, pedagogical knowledge and research as sources for active reflection, review and ongoing development
- collaborates with other professionals to solve problems, generate new ideas, shape experiences and seek and provide feedback.

CRITICAL ELEMENT INITIATE ACTION TO PROMOTE ONGOING PROFESSIONAL GROWTH

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- plans action, based on reflections, to promote own professional growth
- seeks assistance from colleagues to address identified professional learning needs
- undertakes classroom-based self-development projects: for example; action research, work-shadowing
- participates in networking, workshops, conferences, seminars or courses and engages in professional reading.

CRITICAL ELEMENT EXPLAIN OWN DEVELOPING APPROACH TO TEACHING AND LEARNING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- identifies theories, concepts and ideas that underpin approaches to teaching and learning
- describes approaches to teaching and learning
- outlines implications for professional practice arising from approach described and used.

phase 1

DIMENSION 4 Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment

Participate in curriculum policy and program teamwork

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 1 are able to support the work of teams formed to plan, manage, implement or evaluate curriculum policy or program initiatives.

CRITICAL ELEMENT DEVELOP AND APPLY AN UNDERSTANDING OF THE WESTERN AUSTRALIAN *CURRICULUM FRAMEWORK* TO CURRICULUM POLICY AND PROGRAM TEAMWORK

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- understands the structure of the *Curriculum Framework*
- identifies major disciplines underpinning each of the eight learning areas
- explains how learning areas are interconnected and how they link to overarching outcomes
- demonstrates sound knowledge of key concepts and processes of learning associated with relevant learning areas
- articulates core values, learning and assessment principles underpinning Western Australian school curriculum
- identifies relevant curriculum support documents
- describes the relationship between content and pedagogy.

CRITICAL ELEMENT CONTRIBUTE TO CURRICULUM POLICY AND PROGRAM TEAM MEETINGS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- uses understanding of curriculum processes and learning theory to support contributions to team discussions
- cooperates with team members in order to formulate team responses to curriculum issues while respecting the views of others
- accepts responsibility for completing team-related delegated tasks outside team meetings
- seeks further information and support from team members to clarify identified tasks.

CRITICAL ELEMENT PARTICIPATE IN TASKS TO SUPPORT THE WORK OF CURRICULUM POLICY AND PROGRAM TEAMS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- gathers classroom-based data and information required to support curriculum policy and program teams
- completes key identified tasks and is focused on putting plans into action
- adjusts classroom practices as required to ensure consistency with curriculum policy and program initiatives.

phase 1

DIMENSION 5 Forming Partnerships within the School Community

Establish partnerships with students, colleagues, parents and other caregivers

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 1 are able to build and maintain learning partnerships with their students, colleagues, parents and other caregivers to enhance students' learning.

CRITICAL ELEMENT BUILD AND MAINTAIN LEARNING PARTNERSHIPS WITH STUDENTS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- respects students as individuals with different experiences, skills, talents and interests
- responds to students' emotional needs by providing appropriate support
- accepts and values students' diversity and treats students equitably
- listens and responds to students' questions, comments, opinions, thoughts, ideas and silences
- modifies communication styles to be inclusive of diverse student needs.

CRITICAL ELEMENT WORK CO-OPERATIVELY WITH COLLEAGUES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- participates in collegial school activities designed to enhance student learning
- seeks colleagues' perspectives in attempting to respond to issues, problems or challenges
- offers a personal perspective on issues, problems or challenges
- models respect and support for diversity of teaching and working styles
- uses the benefits associated with working with a diverse teaching and non-teaching staff to meet student learning needs.

CRITICAL ELEMENT INTERACT EFFECTIVELY WITH PARENTS AND OTHER CAREGIVERS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- initiates contact with parents or caregivers to report progress or seek support
- encourages parents or caregivers to initiate contact to support students' wellbeing
- engages in active listening to determine and clarify parent or caregiver concerns and requests
- negotiates solutions to respond to parent or caregiver issues, concerns or problems
- responds to advice, concerns and requests for assistance by parents or caregivers
- explains systemic, district, school and classroom policies and procedures to promote understanding among parents or caregivers.

phase 2

Teacher competency standard for **phase 2**

Overview of teacher competency standard for **phase 2**

DIMENSION 1 Facilitating Student Learning

Cater for diverse student learning styles and needs through consistent application of a wide range of teaching strategies

A teacher operating within this phase is able to:

- foster the development of independence in student learning
- provide learning experiences that promote problem solving, critical thinking, inquiry and creativity
- initiate appropriate and purposeful opportunities for students to work collaboratively
- integrate use of ICT to enhance student learning.

DIMENSION 2 Assessing and Reporting Student Learning Outcomes

Apply comprehensive systems of assessment and reporting strategies in relation to attainment of learning outcomes

A teacher operating within this phase is able to:

- collect a range of evidence to monitor student learning outcomes
- record evidence of student attainment of learning outcomes in order to inform ongoing planning and reporting processes
- report student learning outcomes
- participate in whole-school monitoring, recording and reporting activities.

DIMENSION 3 Engaging in Professional Learning

Contribute to the development of a learning community

A teacher operating within this phase is able to:

- demonstrate a strong, ongoing commitment to professional learning
- support the induction of colleagues to the school environment
- share professional knowledge, understanding and skills
- provide professional support to colleagues.

DIMENSION 4 Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment

Provide support for curriculum policy or other program teams

A teacher operating within this phase is able to:

- support the development of curriculum policy or programs
- support the implementation and monitoring or curriculum policy or programs
- support the review of curriculum policy or programs.

DIMENSION 5 Forming Partnerships within the School Community

Support student learning through partnerships and teamwork with members of the school community

A teacher operating within this phase is able to:

- build partnerships with members of the wider school community to support student learning
- engage in team planning processes
- contribute to team meetings
- support the work of the team.

phase 2

DIMENSION 1 Facilitating Student Learning

Cater for diverse student learning styles and needs through consistent application of a wide range of teaching strategies

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 2 are able to meet diverse student learning needs through consistent application of a wide range of effective teaching strategies and the use of technology that fosters both independent and collaborative learning.

CRITICAL ELEMENT FOSTER THE DEVELOPMENT OF INDEPENDENCE IN STUDENT LEARNING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- encourages students to set personal goals for learning
- assists students to plan appropriate learning strategies to achieve personal goals
- prompts students to monitor and reflect on the effectiveness of personal learning strategies implemented to attain goals
- allows students to assume control over aspects of the teaching and learning processes, where appropriate
- tailors learning experiences according to individual students' learning styles and needs.

CRITICAL ELEMENT PROVIDE LEARNING EXPERIENCES THAT PROMOTE PROBLEM SOLVING, CRITICAL THINKING, INQUIRY AND CREATIVITY

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- provides frequent opportunities for students to engage in learning experiences that promote problem solving, critical thinking, inquiry and creativity
- makes explicit connections between content and students' prior learning, contexts and interests
- structures real-life, practical learning experiences that motivate and engage students
- values and encourages student risk taking
- shows flexibility and adjusts approach to be inclusive of students' learning styles and needs.

CRITICAL ELEMENT INITIATE APPROPRIATE AND PURPOSEFUL OPPORTUNITIES FOR STUDENTS TO WORK COLLABORATIVELY

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- plans frequent collaborative learning experiences that value students as partners in learning and builds upon the knowledge, personal experiences, language and culture that students bring to the learning situation
- structures learning experiences, encouraging students to learn from their peers and from other members of the school community
- facilitates collaborative learning processes: for example, helping students to connect new information to their experiences; assisting students to learn how to learn
- provides opportunities for student to ask and investigate personal questions of interest
- involves students in classroom decision-making processes.

CRITICAL ELEMENT INTEGRATE USE OF ICT TO ENHANCE STUDENT LEARNING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- implements learning experiences that use ICT to support the attainment of planned learning outcomes
- provides opportunities for students to use ICT for a variety of purposes: for example, to support inquiry, advance communication, extend access to resources and encourage expression of ideas
- ensures students have equitable access to ICT
- adjusts use of ICT to be inclusive of students' learning styles and needs.

phase 2

DIMENSION 2 Assessing and Reporting Student Learning Outcomes

Apply comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 2 are able to apply comprehensive systems of assessment and reporting in relation to both individual and whole-school attainment of student learning outcomes.

CRITICAL ELEMENT COLLECT A RANGE OF EVIDENCE TO MONITOR STUDENT LEARNING OUTCOMES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- uses a range of assessment methods to collect evidence of student progress: for example, observation, portfolios, projects, presentations, performances, products of student work
- selects appropriate assessment methods for outcomes monitored
- chooses fair assessment methods
- uses assessment methods that provide feedback to inform and guide instruction
- chooses assessment methods that are reliable, practical, administratively convenient and cost effective.

CRITICAL ELEMENT RECORD EVIDENCE OF STUDENT ATTAINMENT OF LEARNING OUTCOMES IN ORDER TO INFORM ONGOING PLANNING AND REPORTING PROCESSES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- uses a range of methods for recording observations and judgements
- undertakes interpretation and analysis of recorded evidence
- discusses observations and judgements with colleagues to verify interpretations of recorded evidence
- actively seeks to address biases and errors: for example, pre-judging, confusing effort with achievement, cultural stereotyping, 'halo' effect
- uses recorded evidence as a basis for estimating student attainment of learning outcomes
- uses evidence of achievement of learning outcomes to inform ongoing planning of learning experiences.

CRITICAL ELEMENT REPORT STUDENT LEARNING OUTCOMES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- reports student progress in relation to student learning outcomes
- reports student learning outcomes for a range of audiences, including students, parents, caregivers and administrators
- demonstrates progress of student processes, products and performances.

CRITICAL ELEMENT PARTICIPATE IN WHOLE-SCHOOL MONITORING, RECORDING AND REPORTING ACTIVITIES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- discusses with colleagues, in formal and informal settings, whole-school progress in attaining learning outcomes
- participates in the development and implementation of whole-school monitoring, recording and reporting activities
- supports the process of dialogue among colleagues to ensure common interpretations of student learning outcomes
- shares with colleagues strategies for monitoring, recording and reporting student learning outcomes.

phase 2

DIMENSION 3 Engaging in Professional Learning

Contribute to the development of a learning community

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 2 are able to contribute to the development of a learning community by demonstrating a strong ongoing commitment to professional learning and by supporting colleagues' learning

CRITICAL ELEMENT DEMONSTRATE A STRONG, ONGOING COMMITMENT TO PROFESSIONAL LEARNING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- engages in frequent critical reflection on professional experiences and practice
- modifies own professional approach based on reflections
- seeks feedback on own professional effectiveness from a variety of sources: for example, colleagues, students and parents
- engages in constructive dialogue about teaching and learning with colleagues
- participates regularly in professional learning linked to identified needs.

CRITICAL ELEMENT SUPPORT THE INDUCTION OF COLLEAGUES TO THE SCHOOL ENVIRONMENT

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- articulates the school's goals, policies, procedures and routines for colleagues
- assists colleagues to locate resources for classroom use
- assists colleagues to build and maintain professional relationships within the school community
- responds constructively to questions, queries and concerns raised by colleagues
- orients new, beginning and/or pre-service teachers to the school context.

CRITICAL ELEMENT SHARE PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- shares planning, implementation, monitoring, assessment, recording and reporting strategies
- presents to colleagues through knowledge, understanding and/or skills acquired through participation in professional learning activities
- contributes a personal perspective on professional issues and concerns while respecting the views of others
- conducts demonstration lessons for pre-service, beginning and/or experienced teachers as appropriate.

CRITICAL ELEMENT PROVIDE PROFESSIONAL SUPPORT TO COLLEAGUES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- provides professional support to colleagues with varying levels of experience: for example, pre-service teachers, beginning teachers, teachers new to a school context and experienced teachers
- offers support and advice to colleagues across a range of professional issues
- acts as a 'critical friend' to colleagues to enhance teacher professional effectiveness
- prompts colleagues to reflect on professional experiences, issues, decision-making and practice to enhance professional effectiveness
- assists colleagues to determine and prioritise professional development needs
- assists colleagues to plan and implement action strategies to respond to identified professional learning needs.

phase 2

DIMENSION 4 Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment

Provide support for curriculum policy or program teams

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 2 are able to participate within a team environment to develop, implement and review curriculum policy and program initiatives.

CRITICAL ELEMENT SUPPORT THE DEVELOPMENT OF CURRICULUM POLICY OR OTHER PROGRAMS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- determines key curriculum policy or program issues to be addressed
- identifies information required to support the development of curriculum policy or programs
- collects, analyses and presents information to support the development of curriculum policy or programs
- prepares curriculum policy or program options for consideration by the school community
- develops curriculum policy or programs that reflect systemic, district and school requirements.

CRITICAL ELEMENT SUPPORT THE IMPLEMENTATION AND MONITORING OF CURRICULUM POLICY OR OTHER PROGRAMS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- disseminates information in relation to a curriculum policy or program to support implementation
- develops a plan to facilitate effective implementation of the curriculum policy or program
- establishes and implements systems to monitor the effectiveness of the curriculum policy or program
- encourages members of the school community to provide feedback on the effectiveness of the curriculum policy or program.

CRITICAL ELEMENT SUPPORT THE REVIEW OF CURRICULUM POLICY OR OTHER PROGRAMS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- establishes a process for reviewing a curriculum policy or program
- collects information from a variety of sources in order to determine the effectiveness of the curriculum policy or program
- formulates recommendations on modifications or enhancements to the curriculum policy or program.

phase 2

DIMENSION 5 Forming Partnerships within the School Community

Support student learning through partnerships and teamwork with members of the school community

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 2 are able to build partnerships with members of the school community and participate in teamwork in order to support student learning.

CRITICAL ELEMENT BUILD PARTNERSHIPS WITH MEMBERS OF THE WIDER SCHOOL COMMUNITY TO SUPPORT STUDENT LEARNING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- forms partnerships with members of the school community to support student learning
- demonstrates high-level interpersonal skills in building and enhancing partnerships
- works to resolve problems, issues and concerns of partners in a sensitive and respectful manner.

CRITICAL ELEMENT ENGAGE IN TEAM PLANNING PROCESSES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- works with team members to establish the purpose of the team
- contributes to the development of key outcomes to guide teamwork
- works with team members to define and establish the roles and responsibilities of team members
- plans with others ways in which the team can benefit from the diversity of its membership.

CRITICAL ELEMENT CONTRIBUTE TO TEAM MEETINGS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- uses effective communication processes to obtain and share information
- provides team members with support and constructive feedback
- encourages individuals to provide constructive feedback and support to other team members
- respects the various perspectives of others when addressing issues associated with teaching and learning and student care
- values the contributions made by team members from all backgrounds: for example, colleagues, parents and caregivers, district office and central office personnel, education support personnel, association representatives
- works with team members to address individuals' concerns and queries
- works with team members to prioritise tasks.

CRITICAL ELEMENT SUPPORT THE WORK OF THE TEAM

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- coordinates the scheduling of team meetings
- attends to organisational tasks to support the effective functioning of team meetings
- liaises with team members between team meetings
- meets with members of the school community in relation to the work of the team.

phase 3

Teacher competency standard for **phase 3**

Overview of teacher competency standard for phase 3

DIMENSION 1 Facilitating Student Learning

Use exemplary teaching strategies and techniques that meet the needs of individual students, groups and/or classes of students in a highly responsive and inclusive manner.

A teacher operating within this phase is able to:

- identify and respond sensitively to the learning needs of an individual or group of students
- develop and implement an exemplary program to address the specific learning needs of an individual or group of students
- evaluate exemplary teaching strategies used to address the specific learning needs of an individual or group of students
- facilitate independent and collaborative learning.

DIMENSION 2 Assessing and Reporting Student Learning Outcomes

Consistently use exemplary assessment and reporting strategies that are highly responsive and inclusive

A teacher operating within this phase is able to:

- develop and apply fair and inclusive practices in assessment and reporting
- develop and implement a range of exemplary assessment strategies
- review the effectiveness of an exemplary assessment strategy
- make consistent judgements on student progress and achievement based on a range of evidence
- share knowledge and experience of using exemplary assessment strategies with colleagues
- provide comprehensive, relevant information to students, parents and other caregivers and the wider community.

DIMENSION 3 Engaging in Professional Learning

Engage in a variety of professional learning activities that promote critical self-reflection and the development of a learning community

A teacher operating within this phase is able to:

- participate in and model self-development processes
- develop meaningful professional learning opportunities to promote a learning community culture.

DIMENSION 4 Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment

Provide leadership in the school by assuming a key role in school development processes including curriculum planning and policy formulation

A teacher operating within this phase is able to:

- analyse the school's learning environment to inform the development of a curriculum policy or other programs
- lead the development and implementation of curriculum policy and/or other program to reflect the Western Australian *Curriculum Framework*
- evaluate curriculum policy or other programs.

DIMENSION 5 Forming Partnerships with the School Community

Facilitate teamwork within the school community

A teacher operating within this phase is able to:

- motivate team members toward achieving quality outcomes
- provide direction for team members
- share knowledge of educational initiatives and perspectives to inform classroom practice
- empower team members to take responsibility for tasks
- promote cooperative decision-making processes
- develop collaborative partnerships with colleagues and the community.

phase 3

DIMENSION 1 Facilitating Student Learning

Use exemplary teaching strategies and techniques that meet the needs of individual students, groups and/or classes of students in a highly responsive and inclusive manner

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 3 are able to model innovation in the use of exemplary, highly-responsive and inclusive teaching strategies that effectively meet the specific learning needs of an individual or group of students.

CRITICAL ELEMENT IDENTIFY AND RESPOND SENSITIVELY TO THE LEARNING NEEDS OF AN INDIVIDUAL OR GROUP OF STUDENTS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- identifies the learning needs of individuals and or groups of students, providing an inclusive learning environment
- gathers information about learners' previous experiences from a range of sources
- examines and manages the differences in learning styles among individuals or groups of students
- identifies barriers that inhibit student learning and achievement
- fosters respect and sensitivity in providing challenging and inclusive learning programs
- analyses information collected from various sources to determine specific learning needs
- documents the specific learning needs of students.

CRITICAL ELEMENT DEVELOP AND IMPLEMENT AN EXEMPLARY PROGRAM TO ADDRESS THE SPECIFIC LEARNING NEEDS OF AN INDIVIDUAL OR GROUP OF STUDENTS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- selects from a repertoire of purposeful, authentic, relevant strategies that match learner characteristics
- provides a range of learning opportunities that allow students to demonstrate outcomes in a variety of ways
- negotiates learning outcomes with the class and individual students that allow for students' needs and strengths
- undertakes professional reading and uses community resources to formulate options for addressing the specific learning needs of an individual or group of students
- initiates dialogue with colleagues, specialists, parents and other caregivers in order to inform the development of options for addressing specific learning needs
- articulates a rationale for the teaching strategy selected to meet the specific learning needs of an individual or group of students
- implements processes to gauge the ongoing effectiveness of the teaching strategy in meeting student learning needs
- engages in planning as a dynamic process, adjusting the teaching strategy while monitoring changes in learning needs
- creates ICT enriched, authentic, multidisciplinary learning activities
- facilitates students' access to ICT to meet their learning needs.

phase 3

DIMENSION 1 Facilitating Student Learning (contd)

CRITICAL ELEMENT EVALUATE EXEMPLARY TEACHING STRATEGIES USED TO ADDRESS THE SPECIFIC LEARNING NEEDS OF AN INDIVIDUAL OR GROUP OF STUDENTS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- designs evaluation strategies to determine the effectiveness of teaching strategies in addressing specific learning needs
- gathers and analyses information from a variety of information sources to judge the effectiveness of teaching strategies in meeting specific learning needs
- recommends modifications or enhancements to teaching strategies based on findings of evaluation processes.

CRITICAL ELEMENT FACILITATE INDEPENDENT AND COLLABORATIVE LEARNING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- designs experiences that support students in becoming autonomous learners
- provides opportunities for students to develop reflective decision-making skills, allowing them to map their own learning
- makes provisions for students to work both independently and collaboratively.

phase 3

DIMENSION 2 Assessing and Reporting Student Learning Outcomes

Consistently use exemplary assessment and reporting strategies that are highly responsive and inclusive

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 3 are able to model innovation in the use of exemplary, highly responsive and inclusive assessment and reporting strategies that more effectively demonstrate student learning.

CRITICAL ELEMENT DEVELOP AND APPLY FAIR AND INCLUSIVE PRACTICES IN ASSESSMENT AND REPORTING

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- analyses existing assessment strategies to determine their appropriateness for an individual or a group of students
- examines differences in learning styles among individuals or groups of students to develop assessment and reporting strategies that are sensitive and responsive to individual learning needs
- investigates barriers that inhibit students' demonstration of learning outcomes
- applies a repertoire of fair and inclusive assessment and reporting strategies that consider needs across a range of ability and diversity factors: for example, gender, disability, race, ethnicity, religion, language and learning style
- negotiates explicit assessment criteria to ensure students know what is expected in assessment activities.

CRITICAL ELEMENT DEVELOP AND IMPLEMENT A RANGE OF EXEMPLARY ASSESSMENT STRATEGIES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- develops innovative assessment strategies
- uses valid and reliable assessment methods
- implements a range of planned, meaningful opportunities for students to demonstrate progress and achievement of outcomes
- constructs or modifies assessment tasks to suit students' known ways of thinking and demonstrating their learning
- links assessment tasks to students' experiences both within and outside the classroom
- develops assessment tasks that promote connections between school knowledge and local context, including language and culture
- allows students adequate time to complete assessment tasks
- provides formative information to enhance student and teacher reflection in relation to learning and goal setting
- verifies assessment interpretations with colleagues.

CRITICAL ELEMENT REVIEW THE EFFECTIVENESS OF EXEMPLARY ASSESSMENT STRATEGY

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- gathers and analyses information from a variety of sources to judge the effectiveness of assessment practice
- recommends to colleagues modifications or enhancements to assessment practices based on findings of review processes.

DIMENSION 2 Assessing and Reporting Student Learning Outcomes (contd)

CRITICAL ELEMENT MAKE CONSISTENT JUDGEMENTS ON STUDENT PROGRESS AND ACHIEVEMENT BASED ON A RANGE OF EVIDENCE

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- collaborates with colleagues within and across schools to moderate their judgements based on a range of evidence collected over time and different contexts
- contributes to enhancing the consistency of teachers' judgements within the school
- provides expert leadership in moderation processes.

CRITICAL ELEMENT SHARE KNOWLEDGE AND EXPERIENCE OF USING EXEMPLARY ASSESSMENT STRATEGIES WITH COLLEAGUES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- models exemplary assessment strategies to colleagues
- shares knowledge and experience of using exemplary assessment strategies to assist colleagues
- encourages colleagues to develop exemplary assessment strategies to effectively demonstrate student learning outcomes.

CRITICAL ELEMENT PROVIDE COMPREHENSIVE, RELEVANT INFORMATION TO STUDENTS, PARENTS AND OTHER CAREGIVERS AND THE WIDER COMMUNITY

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- provides timely, ongoing, comprehensive information on student progress and achievement in relation to outcomes to parents, caregivers, students and other stakeholders
- uses formal and informal methods to report regularly and summatively to parents, students and other stakeholders
- accommodates different backgrounds of parents and other caregivers in school communities ensuring information about student performance can be understood
- reports student progress and achievement within a coordinated, whole-school approach.

phase 3

DIMENSION 3 Engaging in Professional Learning

Engage in a variety of professional learning activities that promote critical self-reflection and the development of a learning community

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 3 are able to engage in critical self reflection in teaching practice and teacher leadership and promote the development of a 'learning community' in which teachers, non-teaching staff and other members of the school community engage in continuous learning to enhance their students' learning.

CRITICAL ELEMENT PARTICIPATE IN AND MODEL SELF-DEVELOPMENT PROCESSES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- engages in and models ongoing critical reflection to generate and apply new ideas that improve teaching and leadership practice
- identifies and explores professional learning needs and opportunities
- participates in a range of appropriate professional learning that enhances teaching and learning practice
- applies and shares acquired teaching and leadership skills gained through a variety of professional growth opportunities
- actively and consistently seeks and utilises feedback from the school community to further develop professional practice
- provides consistent feedback to others in relation to their self-development
- models for the school community the process of identifying opportunities and challenges to enhance personal performance.

CRITICAL ELEMENT DEVELOP MEANINGFUL PROFESSIONAL LEARNING OPPORTUNITIES TO PROMOTE A LEARNING COMMUNITY CULTURE

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- initiates conversation related to teaching and learning issues with colleagues and other members of the school community
- works with colleagues in the planning, design and application of professional learning opportunities catering for varying needs and interests of teachers
- creates opportunities for colleagues and community members to trial new approaches and solutions in responding to issues and challenges associated with teaching and learning
- adopts the roles of researcher, presenter, facilitator, coach and mentor to provide appropriate and varied opportunities for colleagues to build on existing experiences and expertise
- promotes, encourages and facilitates teachers' participation in school-based teaching and learning research projects
- provides opportunities for teachers to reflect on their professional experiences in order to respond to issues and challenges related to teaching and learning
- incorporates the understandings of wider educational perspectives on system initiatives to motivate, facilitate and enhance the professional growth of colleagues.

phase 3

DIMENSION 4 Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment

Provide leadership in the school by assuming a key role in school development processes including curriculum planning and policy formulation

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 3 contribute to curriculum leadership in a school by working in a collaborative and consultative manner to develop, manage and evaluate curriculum initiatives and other school and system directives.

CRITICAL ELEMENT ANALYSE THE SCHOOL'S LEARNING ENVIRONMENT TO INFORM THE DEVELOPMENT OF CURRICULUM POLICY OR OTHER PROGRAMS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- interprets systemic and district-level policies or programs to establish the broad operating context of the school
- analyses the school's goals and strategic plan to establish direction for curriculum policy or programs
- identifies and analyses sources of information related to contemporary educational issues, trends and research that might influence curriculum policy or program initiatives
- consults with colleagues and members of the school community to confirm proposed directions for curriculum policy or programs.

CRITICAL ELEMENT LEAD THE DEVELOPMENT AND IMPLEMENTATION OF CURRICULUM POLICY AND/OR PROGRAMS TO REFLECT THE INTENT OF THE WESTERN AUSTRALIAN *CURRICULUM FRAMEWORK*

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- articulates and applies knowledge of research and system initiatives to the development of curriculum policy
- promotes and leads curriculum planning teams to facilitate the development of curriculum policy or programs
- contributes to the effective functioning of professional teams by initiating and facilitating the ownership of team and school processes and protocols
- leads planning teams to develop curriculum policy or programs that reflect the *Curriculum Framework's* overarching and learning area statements
- prepares planning documents to support the development of curriculum policy or programs and to provide a basis for consultation with colleagues and members of the school community
- motivates, leads and creates an environment of consultation and collaboration that facilitates participation in the development and ownership of school processes
- prepares and communicates plans to facilitate the effective implementation of curriculum policy or programs
- initiates, plans and systematically manages change in response to initiatives
- participates in the establishment of processes to monitor the implementation of curriculum policy or programs
- ensures that curriculum policy or programs are inclusive of the needs of all students
- responds to issues, problems and concerns identified through monitoring processes
- liaises with members of the school's executive to ensure the provision of adequate resources to facilitate effective implementation
- provides individual assistance to teachers involved in the implementation of a curriculum policy or program at the classroom level.

CRITICAL ELEMENT EVALUATE CURRICULUM POLICY OR OTHER PROGRAMS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- participates in the preparation of plans to evaluate the effectiveness of curriculum policy or other programs using a variety of information sources
- considers both the intended and unintended outcomes of a curriculum policy or other program's implementation
- recommends modifications or enhancements to curriculum policies or programs based on the findings of evaluation processes.

phase 3

DIMENSION 5 Forming Partnerships within the School Community

Facilitate teamwork within the school community

COMPETENCY DESCRIPTOR:
Teachers operating within Phase 3 are able to facilitate teamwork within the school community through creating a co-operative team environment in which team members receive sufficient direction to enable them to accept responsibility for team tasks.

CRITICAL ELEMENT MOTIVATE TEAM MEMBERS TOWARD ACHIEVING QUALITY OUTCOMES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- creates a secure team environment in which members are encouraged to take risks and seek challenges
- recognises team members' strengths and interests and, where possible, incorporates them into work assignments
- values, promotes and openly acknowledges the contributions of all team members.

CRITICAL ELEMENT PROVIDE DIRECTION FOR TEAM MEMBERS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- collaborates with members to negotiate the tasks, resources, responsibilities and desired outcomes of teamwork
- provides opportunities for team members to clarify particular tasks or seek further direction
- regularly briefs the team in relation to progress and developments to minimise ambiguity and uncertainty.

CRITICAL ELEMENT SHARE KNOWLEDGE OF EDUCATIONAL INITIATIVES AND PERSPECTIVES TO INFORM CLASSROOM PRACTICE

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- identifies, analyses and responds to contemporary educational issues, trends, research and system initiatives
- models innovative and/or exemplary teaching and learning strategies to colleagues
- shares knowledge and experience of using innovative and/or exemplary strategies to assist colleagues to meet student learning needs
- encourages colleagues to develop innovative teaching and learning strategies to more effectively meet the needs of individuals or groups of students.

CRITICAL ELEMENT EMPOWER TEAM MEMBERS TO TAKE RESPONSIBILITY FOR TASKS

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- analyses tasks and negotiates responsibilities, as appropriate
- accepts personal accountability
- encourages team members to consider and develop new and innovative practices to meet student needs
- implements and establishes mechanisms for monitoring progress of delegated tasks
- provides constructive feedback to others in relation to their self-development
- mentors team members to assist in the achievement of quality outcomes.

phase 3

DIMENSION 5 Forming Partnerships within the School Community

CRITICAL ELEMENT PROMOTE COOPERATIVE DECISION-MAKING PROCESSES

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- fosters ownership of decisions through an inclusive approach to decision-making that is characterised by mutual trust and respect
- demonstrates accountability, responsibility and ethical practice
- models and develops a productive and participatory team environment that values, encourages and respects the diverse working styles of team members
- attempts to identify and resolve sources of conflict to minimise disruption to the team's work
- encourages the team to find styles of working that are consistent with the team, individual preferences and task
- considers and monitors the impact of own activities and actions as a team member.

CRITICAL ELEMENT DEVELOP COLLABORATIVE PARTNERSHIPS WITH COLLEAGUES AND THE COMMUNITY

SOME INDICATORS OF EFFECTIVE PRACTICE

A teacher operating within this phase:

- initiates collaborative partnerships with colleagues and the community
- encourages colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning to meet the needs of all students
- motivates and leads others in the development and recognition of collaborative partnerships with colleagues and the community.