

PROFESSIONAL STANDARDS for Queensland Teachers

December 2006



LETTER from the Chair

Colleagues

On behalf of the Queensland College of Teachers, I would like to introduce the *Professional Standards for Queensland Teachers*.

The standards are a public statement by the profession of what teachers in Queensland schools need to know, understand and be able to do and as such provide a common reference point for describing, celebrating and supporting the complex and varied nature of the work of teachers.

The *Professional Standards for Queensland Teachers* define the professional capabilities of the members of the Queensland College of Teachers, provide the benchmarks for teacher registration and serve as the basis for the design of teacher preparation programs and ongoing teacher professional development in Queensland.

The College, in consultation with its key stakeholders, produced a draft version of the Professional Standards in August 2006 as the basis for wide consultation with teachers and other relevant groups. Teachers expressed appreciation for the opportunity to engage collegially in shaping the standards and for the College's role in facilitating this. All feedback received was considered carefully and the standards revised accordingly to ensure they capture the complexity and diversity of the role of teachers in Queensland schools and identify the capabilities that teachers need now and into the future.

The College looks forward to working with teachers as they engage with the *Professional Standards for Queensland Teachers* at different points of their teaching careers.

As Chair of the Queensland College of Teachers, I commend these standards to you and anticipate that they will enhance both the quality of teaching and the quality of education for all students in Queensland schools.

Yours sincerely

A handwritten signature in black ink that reads "John Dewar". The signature is written in a cursive, flowing style.

Professor John Dewar
Chair

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INTRODUCTION

The *Professional Standards for Queensland Teachers*, developed by the Queensland College of Teachers, for teacher registration purposes, describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools demonstrate as they provide meaningful and high quality educational experiences for students. The standards celebrate, articulate and support the complex and varied nature of a teacher's work.

The Queensland College of Teachers was established in 2006 as a statutory authority, funded by teachers, with responsibilities including:

- promoting the importance of teaching as a highly valued and ethical profession
- regulating entry to and ongoing membership of the profession in Queensland.

The *Professional Standards for Queensland Teachers* lie at the heart of the College's registration and approval functions. The standards provide benchmarks for the full registration of teachers for Queensland schools and will be used to inform the development of policies and practices including:

- approval of preservice teacher education programs, guided by the standards, to manage the provisional registration of graduates from Queensland universities
- consideration of registration for applicants who have not attained the qualifications and experience for registration as prescribed
- renewal of teacher registration
- the Continuing Professional Learning Framework for teachers, which supports and promotes a professional culture characterised by continual teacher self-reflection and ongoing professional development

- promotion of the teaching profession through raising awareness of the complex nature of teachers' work and strengthening public confidence in the profession.

As such, the standards have particular relevance to teachers, graduates, preservice teachers, employing authorities and providers of preservice teacher education programs in Queensland.

The College is committed to using the *Professional Standards for Queensland Teachers* to enhance teacher professionalism, boost public confidence in the profession and promote high quality teaching in Queensland schools.

The application of the standards is underpinned by a number of policies being developed by the College and by the following general principles:

- registration decisions are based on the standards
- the standards will be applied differently at the different registration junctures
- attainment of the standards will be supported by evidence appropriate to the registration juncture
- the standards, their application to the various registration junctures and evidentiary requirements will be subject to ongoing monitoring and review.

Whilst teachers may already be using a range of professional standards developed by different bodies (for example, employers, subject associations) for a range of professional purposes, it should be noted that these standards developed by the College are for teacher registration purposes.

In addition to the policies of the College, which are being developed for teacher registration purposes, individual employing authorities may have additional prerequisites for employment purposes.

DEVELOPMENT of the standards

The College's Professional Standards Committee is responsible for setting strategic direction and overseeing the development and implementation of the *Professional Standards for Queensland Teachers*. The Committee includes representatives of:

- government, Catholic and independent schools
- employing authorities
- universities
- teacher unions
- the Queensland Studies Authority

- the Board of the Queensland College of Teachers, including a community representative.

A small writing group, appointed by the Professional Standards Committee, produced a draft version of the standards, which was considered and approved by the Committee in August 2006 for consultation. The state-wide consultation process provided an opportunity for stakeholders to respond to the draft standards. Specific expertise was also sought in a number of areas, such as literacy and information and communication technology (ICT). Input from all sources has been considered in preparing this final version of the standards.

The development of the *Professional Standards for Queensland Teachers* has been informed by a number of recent studies that focused on teacher quality, the changing nature of teachers' work and the new demands being placed on teachers by students, their families and the broader society.

Central to a consideration of the future needs of students is acknowledgement of a society faced with rapid social, economic, technological and cultural change. Globalisation, the explosion in the use of ICT, diverse family structures and changing workforce patterns, including a growing tendency towards 'portfolio' careers, are impacting on society and the way we prepare young people to be effective citizens. They denote a society where the ability to acquire and apply knowledge, rather than just knowledge itself, is valued.

To effectively participate in the future, students need to be lifelong learners, developing transferable skills that will enable them to contribute meaningfully to society. Of paramount importance is the need for education to equip students with the skills required to learn, transfer learning, use ICT, contribute to teams, manage change and be self aware. As professionals, teachers themselves possess and need to articulate and model the same knowledge worker skills that they seek to develop in students.

These themes were also given considerable attention in the *Report of the Review of the Powers and Functions of the Board of Teacher Registration* (McMeniman, 2004), which calls for the establishment of explicit and robust professional standards for determining entry to and continuing membership of the profession. The authors of this report argue that the establishment of such standards will help to ensure teacher quality, enhance the relevance of both preservice and continuing professional development for teachers, and provide a way of addressing the need for teachers to develop the new skills required for equipping themselves and their students for working and living in the emerging knowledge based society.

The *Education and Training Reforms for the Future* initiative (Queensland Government, 2002) echoes these themes and calls for relevant and engaged learning targeted to meet the needs of students in the early, middle and senior phases of learning.

The *Report on Indigenous Education* (Ministerial Advisory Committee for Educational Renewal, 2004) finds that quality teaching attends to individual needs, sets high expectations, provides meaningful learning experiences and forms the basis for the rigorous pursuit of improved outcomes for Indigenous students.

Reports such as *Raising the Standards* (Department of Education, Science and Training, 2002) and *Teaching Reading*, the report of the National Inquiry into the Teaching of Literacy (Department of Education, Science and Training, 2005) provides specific advice about national priorities in these two important areas.

A further key influence on the *Professional Standards for Queensland Teachers* is the *National Framework for Professional Standards for Teaching* that was endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs in 2003.

Both the *National Framework for Professional Standards for Teaching* (Ministerial Council on Education, Employment, Training and Youth Affairs, 2003) and the *Report of the Review of the Powers and Functions of the Board of Teacher Registration* (McMeniman, 2004) highlight the need for and benefits to be gained from establishing robust standards for the teaching profession that:

- authentically reflect the complex nature of teachers' work
- recognise and integrate the knowledge and skills that teachers need to provide quality education
- acknowledge the professional commitment and contribution teachers make in their daily work
- address the broad cross-sectoral priorities in education in Queensland and nationally.

Collectively, the range of reports reviewed has shaped the inclusive and learner-centred nature of the standards, including the approach to addressing the needs of Indigenous learners and the embedding of ICT across the standards.

STANDARDS MODEL

The *Professional Standards for Queensland Teachers* outline the capabilities that teachers must possess in order to provide high quality instruction and support improved student learning.

While the standards outline clearly *what* teachers need to demonstrate, they do not attempt to prescribe *how* this should be done. Individually and in teams, teachers call on vast repertoires of practice and this diversity serves to enrich students' educational experiences. Teachers use their skills, knowledge and expertise to continuously analyse, make and act on professional judgements, while taking account of contextual factors. These ongoing decisions are the hallmark of and reflect the complex work of the contemporary professional. The standards provide a framework and a common language to support teachers to identify, assess and strengthen their professional commitment, professional relationships and understandings about teaching and learning.

The standards align closely with the key elements of the *National Framework for Professional Standards for Teaching* (Ministerial Council on Education, Employment, Training and Youth Affairs, 2003) – professional practice, knowledge, relationships and values. They cluster around three key facets of teachers' work – teaching and learning, professional relationships and professional growth.

One cluster focuses on **teaching and learning**, and the teacher's role in designing and managing individual and group learning experiences that:

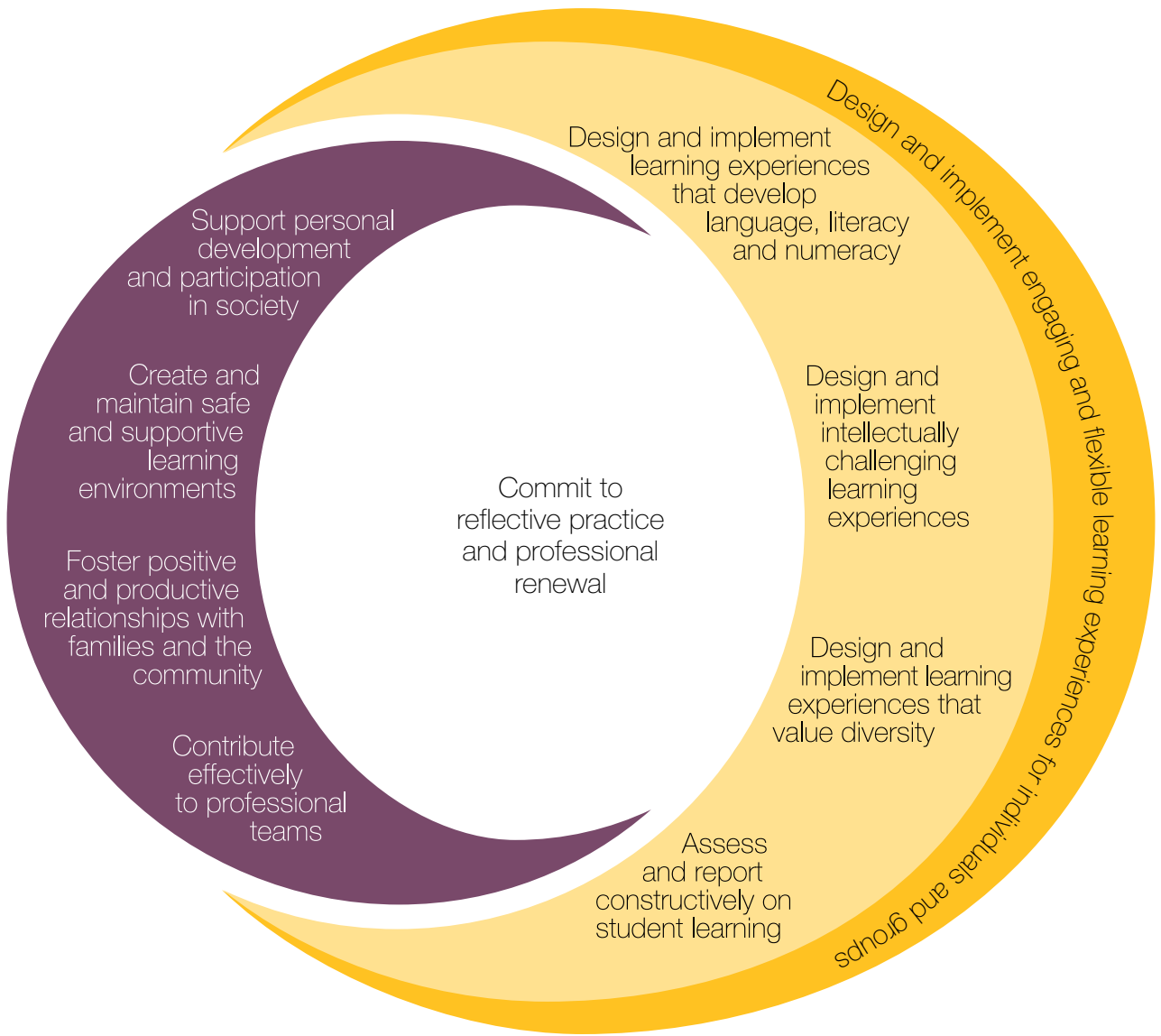
- develop students' language, literacy and numeracy
- are intellectually challenging
- value diversity
- incorporate effective assessment and reporting of student learning.

A second cluster highlights the way in which effective teachers build **relationships**, both within and beyond the school, that:

- support the social development and participation of young people
- create safe, supportive and stimulating learning environments
- foster effective relationships with families and the community
- contribute to effective professional teams.

A third dimension underlines the commitment of the professional to **reflective practice, professional renewal** and ongoing contribution to a vibrant profession.

While each standard highlights a distinct aspect of professional practice, it is important to recognise that the standards are interdependent and interconnected. For example, in order for teachers to work effectively with diverse groups of learners, it is critical that they are able to create safe and supportive learning environments and gain the support of and are supportive of other members of the team. The standards are a total package of integrated components to be applied holistically, not used as a checklist of competencies.



The Professional Standards for Queensland Teachers

FORMAT of the standards

These distinct but interrelated aspects of teachers' work are described in the ten standards that form the Professional Standards for Queensland Teachers. Each standard, as illustrated in the following diagram, comprises a set of practice, knowledge and values statements. The practice statements focus on how effective teachers apply their understandings about learners, the curriculum and teaching and learning in working with students, their families and colleagues. The knowledge statements

identify the body of knowledge that underpins effective practice and the values statements describe the behaviours that communicate the qualities valued by teachers and schools.

This section of the standard identifies the **clearly defined areas of knowledge** that teachers possess and renew. These areas must clearly relate to and underpin the practice described and values outlined.

Standard ONE

The **standard title** is a concise action-oriented statement of a key aspect of teachers' work.

Title

Design and implement engaging and flexible learning experiences for individuals and groups

The **scope** is a clear concise statement of expectations of the teacher in this aspect of work.

Scope

Teachers design and deliver learning experiences, for individuals and groups, that employ a range of developmentally appropriate and flexible teaching, learning and assessment strategies and resources in information and communication technology (ICT) enriched environments.

Practice comprises a number of sequenced statements that describe the performance expected of teachers. These derive from the statement of scope, are focused on performance and are demonstrable.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- establish learning goals and develop and document learning plans that reflect relevant curriculum frameworks and school, authority and employers' policies, and effectively communicate these goals and plans to students, families, caregivers and other relevant parties
- select, develop and/or customise teaching and learning strategies and resources that meet specified learning goals and curriculum requirements and address students' prior learning, interests, learning needs and learning styles
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-
- gather and analyse relevant information from a range of sources (including student performance data and feedback from students, families, caregivers and support staff) to evaluate learning experiences, and use this information to improve teaching, learning and assessment strategies and resources.

Knowledge

Teachers know and understand:

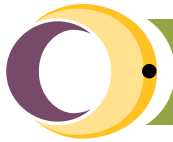
- the content, processes and skills of the areas they teach, and links across content areas
-
-
-
- relevant curriculum frameworks and school, authority and employers' policies and procedures relating to curriculum frameworks and program documents
-
-
- techniques for planning, negotiating and implementing the curriculum and evaluating learning experiences.

Values

Teachers are committed to:

- working with young people and learners of all ages
-
- articulating and generating enthusiasm for learning and modelling the skills of a lifelong learner
-

This section outlines several **key professional values** for this aspect of practice that derive from the statement of scope.



Standard ONE

Title

Design and implement engaging and flexible learning experiences for individuals and groups

Scope

Teachers design and deliver learning experiences, for individuals and groups, that employ a range of developmentally appropriate and flexible teaching, learning and assessment strategies and resources in information and communication technology (ICT) enriched environments.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- establish learning goals and develop and document learning plans that reflect relevant curriculum frameworks and school, authority and employers' policies, and effectively communicate these goals and plans to students, families, caregivers and other relevant parties
- select, develop and/or customise teaching and learning strategies and resources that meet specified learning goals and curriculum requirements and address students' prior learning, interests, learning needs and learning styles
- use teaching, learning and assessment strategies and resources in which ICT is embedded
- plan, implement and review learning experiences that incorporate a variety of flexible individual and group learning, teaching, assessment and behaviour management strategies
- gather and analyse relevant information from a range of sources (including student performance data and feedback from students, families, caregivers and support staff) to evaluate learning experiences, and use this information to improve teaching, learning and assessment strategies and resources.

Knowledge

Teachers know and understand:

- the content, processes and skills of the areas they teach, and links across content areas
- the socially, culturally and historically constructed nature of knowledge
- ways of identifying learning goals and developing and documenting learning plans
- ways of gathering and using student information in the design of learning experiences
- relevant curriculum frameworks and school, authority and employers' policies and procedures relating to curriculum frameworks and program documents
- how students learn and the implications for practice relevant to early, middle and senior phases of learning
- ways of identifying, evaluating and selecting teaching, learning and assessment strategies, resources and technology
- effective teaching, learning and assessment strategies and resources where ICT is embedded
- individual learning needs of students including those with particular needs, such as students with disabilities and learning difficulties, and gifted students
- techniques for planning, negotiating and implementing the curriculum and evaluating learning experiences.

Values

Teachers are committed to:

- working with young people and learners of all ages
- believing all students can learn and supporting them to achieve success
- articulating and generating enthusiasm for learning and modelling the skills of a lifelong learner
- making ICT integral to learning.

Title

Design and implement learning experiences that develop language, literacy and numeracy

Scope

Teachers value and build on the language, literacy and numeracy skills of their students in planning and implementing learning experiences that explicitly teach and assess language, literacy and numeracy.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- determine the language, literacy and numeracy demands and opportunities of particular curriculum areas
- use a variety of inclusive assessment strategies to gather information and make judgements on students' language, literacy and numeracy skills, and use these data in the design and implementation of learning experiences
- design and implement learning experiences that include explicit teaching of the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes and demonstrate effective speaking, listening, reading, viewing, writing, shaping and numeracy in a range of contexts
- select and use a range of teaching and learning strategies and resources that build on students' prior knowledge and experiences and support student learning
- monitor and evaluate students' language, literacy and numeracy development and use this information when designing programs, reporting to parents and caregivers, and reviewing teaching and assessment strategies and resources
- review critically their personal language, literacy and numeracy skills and evaluate their capacity to teach language, literacy and numeracy within curriculum and learning phase areas and, where necessary, improve these aspects of professional practice.

Knowledge

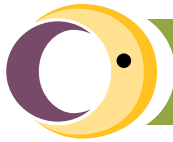
Teachers know and understand:

- the pervasive nature of language, literacy and numeracy and their role in learning and everyday situations
- a range of contemporary evidence-informed theories on language, literacy and numeracy development and the role of effective strategies and resources in enhancing this development
- techniques for determining language, literacy and numeracy learning opportunities and requirements in curriculum, school, classroom and community contexts
- authentic literacy and numeracy assessment strategies for gathering information and making judgements about students' language, literacy and numeracy development
- how students develop language, literacy and numeracy
- language forms and features and textual structures of spoken, written, visual and multimodal texts
- mathematical applications and problem solving
- the ways that different communication methods and social, cultural and historical contexts influence language choice and literacy and numeracy practices
- a range of teaching strategies and resources for supporting language, literacy and numeracy development across teaching areas and in different contexts
- how ICT supports, enhances, enables and transforms language, literacy and numeracy expectations and development
- how to monitor and evaluate students' language, literacy and numeracy needs (including those for whom English is a second language or dialect) and are aware of appropriate intervention strategies and support services
- the reasons for upgrading personal and teaching skills in language, literacy and numeracy, ways of reviewing them and support services available.

Values

Teachers are committed to:

- promoting high expectations for all students' language, literacy and numeracy development
- viewing language, literacy and numeracy development as the responsibility of teachers in all curriculum areas and in all phases of learning
- modelling effective language, literacy and numeracy skills and developing their personal language, literacy and numeracy skills and teaching strategies
- ensuring the congruence between literacy and numeracy intervention and classroom practice.



Standard THREE

Title

Design and implement intellectually challenging learning experiences

Scope

Teachers plan, implement and review intellectually challenging learning experiences that actively promote student inquiry, creativity and higher-order thinking and engage students in using their learning in new or unfamiliar contexts.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- provide opportunities and scaffolding to assist students to recognise and work towards their individual learning goals and progressively take appropriate responsibility for their own learning
- engage students in the investigation of intellectually challenging and worthwhile topics, problems and issues that provide opportunities for examining significant ideas and concepts, discussing alternative viewpoints, formulating new knowledge and ideas, justifying opinions and presenting views to different audiences using varied forms of communication
- create learning environments in which diverse ideas and opinions are valued and students are encouraged to express ideas, ask questions and exchange points of view
- create learning experiences in which individual and groups of students actively use ICT to access, organise, research, interpret, analyse, create, communicate and represent knowledge
- engage students in learning activities that involve higher-order thinking skills, imagination, creativity, intellectual risk taking and problem solving
- promote models of inquiry that involve students in identifying problems, collecting and exchanging information, manipulating data and objects, testing ideas and opinions, forming and justifying conclusions, making predictions, interpreting data, refining ideas and solving problems
- provide support and direction to students appropriate to their confidence and familiarity with ideas, concepts and problems being investigated
- encourage students to critically reflect on and discuss what and how they learn and apply these understandings to future learnings, new topics, problems and issues.

Knowledge

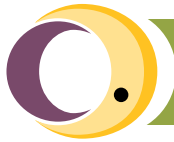
Teachers know and understand:

- the central concepts, modes of inquiry and structures of the discipline areas they teach
- the nature of knowledge and how knowledge is created, applied and redeveloped
- techniques, such as scaffolding, for supporting students in encountering new or challenging content or tasks
- teaching strategies, such as inquiry learning, that promote active construction of personal knowledge
- teaching and learning strategies for promoting higher-order thinking skills, imagination, creativity, intellectual risk taking, critical analysis, reflection and problem solving
- relevant school, authority and employers' curriculum frameworks and documents relevant to the content area and the learning phase of students
- teaching and learning strategies that incorporate the purposeful use of ICT by teacher and student to promote deeper and more focused engagement with the content
- techniques for providing support and direction to students engaged in individual and small group inquiry
- processes for analysing and clarifying values.

Values

Teachers are committed to:

- assisting students to identify their individual learning goals, perform at their highest levels and achieve success
- promoting and modelling creativity, imagination and intellectual risk taking
- facilitating student-centred learning and developing students' critical thinking, independent problem-solving and performance capabilities
- adopting new digital technologies to achieve teaching practices more appropriate to 21st century learning.



Standard FOUR

Title

Design and implement learning experiences that value diversity

Scope

Teachers value, acknowledge and build on student and community diversity, know the diverse characteristics of the students they teach, and plan and implement learning experiences that are inclusive.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- develop understandings about the diverse characteristics and backgrounds of the students they teach, including their families, communities, culture, home language, skills, interests, learning strengths and weaknesses, individual learning needs and prior learning and achievements
- design, implement and review individual and group learning experiences that reflect knowledge of students, their families and communities, build on students' strengths, cater for diverse learning styles and take into account relevant issues and research on teaching and learning
- create learning environments in which individual and group differences are valued and respected and all students have equitable access to learning
- assess, select and use a range of individual and group teaching, learning, assessment and reporting strategies and resources that support learning for all students, including those with particular needs such as disabilities, learning difficulties and gifted students
- use pedagogical approaches that result in high levels of expectation and achievement by all students across all learning areas
- apply ICT to empower students with diverse backgrounds, characteristics and abilities and enable their learning
- work and communicate regularly with parents, caregivers and support personnel to support individual student learning
- review critically their strategies for responding to diversity and, where necessary, improve this aspect of professional practice.

Knowledge

Teachers know and understand:

- contemporary evidence-informed theories and research on teaching and learning
- factors such as socio-economic circumstances, location, gender, sexuality, ethnicity, culture, language, religious beliefs and individual needs and their impact on the world view of students
- Australian Indigenous culture and history
- different types of individual learning needs, including the particular needs of students with disabilities and learning difficulties and gifted students, and support services for such students
- pedagogical approaches that result in high levels of expectation and achievement by Indigenous students across all learning areas
- how to effectively use ICT to increase opportunities for learning and address the individual learning needs of students
- supports for and barriers to responding to diversity in school environments
- the negative impact of bias, prejudice and discrimination on students, families and communities
- cross-cultural sensitivities and perspectives.

Values

Teachers are committed to:

- valuing and responding positively to diversity
- having positive regard for and empathy and rapport with all students and their families, caregivers and communities
- recognising that student engagement and performance is influenced by multiple factors and that students bring particular talents and strengths to learning
- ensuring students have equity of access to the curriculum.



Standard FIVE

Title

Assess and report constructively on student learning

Scope

Teachers use a range and balance of assessment modes and techniques to gather information on student capabilities and progress and use this to evaluate and report on student learning and review their approaches to planning, teaching and assessment.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- establish learning goals and assessment requirements that meet relevant school, authority and employer policies, curriculum frameworks and students' prior experience and learning needs
- communicate and, where appropriate, negotiate learning goals and assessment requirements (including modes, criteria, grading systems and reporting) with colleagues, students, families and caregivers
- use multiple ways and varied sources of gathering evidence for making judgements about student learning and, where possible, provide opportunities for students to demonstrate and reflect on this evidence and evaluate their own work
- provide students with constructive and timely feedback on their learning, and encourage students to use feedback and self-assessment strategies to monitor their progress toward personal learning goals
- provide additional support for students and/or adjustments to assessment procedures, where needed, to allow students multiple ways of demonstrating their learning
- implement and review a variety of approaches, including the use of ICT, to effectively monitor, assess, document and report on learning
- prepare information on student performance and use this to communicate and report student progress to parents, caregivers, certification authorities and other stakeholders through school reporting arrangements
- use assessment data and information about students to guide program planning and review curriculum choices, teaching practices and assessment and reporting strategies
- participate in assessment quality assurance processes, such as moderation activities that affirm consistency of teacher judgement, to maximise the quality, consistency and comparability of assessment outcomes.

Knowledge

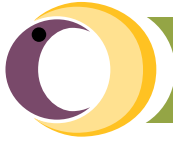
Teachers know and understand:

- the characteristics, uses, advantages and limitations of different assessment techniques for supporting and evaluating student learning, including the development of higher-order thinking skills
- the principles of valid, fair, flexible and authentic assessment
- techniques for identifying and developing assessment criteria and appropriately communicating these to students, colleagues, supervisors, families, caregivers and stakeholders
- school, employer and authority policies and procedures (including scoring and grading systems) for assessing and reporting on student progress to families, caregivers and certification agencies
- the ethical responsibilities of teachers in assessment and reporting
- ways of using assessment data to evaluate student learning and review teaching and assessment practices
- how to use ICT to access, manage and report information on student learning
- assessment quality assurance strategies, such as moderation, and their role in ensuring the quality and consistency of assessment outcomes
- different assessment modes, including formative, summative, descriptive and negotiated assessment, their strengths and limitations, and how they potentially favour or hinder different learning styles
- ways of assessing, interpreting, and reporting on student learning that reflect the ongoing and evolving nature of learning.

Values

Teachers are committed to:

- using assessment for learning as well as assessment of learning
- viewing students' strengths and weaknesses as opportunities for learning
- applying ethical assessment practices and ensuring the confidentiality of student assessment information
- working collaboratively with colleagues in quality assurance procedures.



Standard SIX

Title

Support personal development and participation in society

Scope

Teachers plan and implement learning experiences that support students' personal development and active engagement with the world, including the world beyond school.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- identify, gather and analyse relevant information on students to set learning goals that promote personal development and social participation
- create learning environments in which students are supported in developing personal identity, values, a positive self-image, health and wellbeing, sound relations and empathy with others
- plan and implement learning activities that foster lifelong learning and active citizenship and establish linkages between school, the world of work and the broader community
- create opportunities for students so that they may assess their personal interests and competencies and use this information to set personal study, work and leisure goals and critically assess further education, training, leisure, lifestyle and work options
- provide learning experiences that focus on events, situations and locations beyond the immediate school environment and, where appropriate, establish learning partnerships involving the school, business, industry and community agencies
- provide opportunities for students to purposefully use a range of communication tools and participate through ICT in local, national or global communities
- provide opportunities for students to develop enterprising behaviours, such as taking intellectual risks, testing ideas and using initiative, and apply these in contexts both within and beyond the school
- support students by providing appropriate pastoral care, across a range of activities, in an ethical and professional manner that observes students' rights to safety and confidentiality
- actively participate in and support the co-curricular program of the school through participation in planned activities that are designed to enhance students' personal, performing, academic and social capabilities

Knowledge

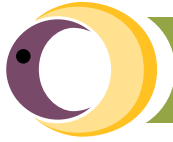
Teachers know and understand:

- the characteristics and needs of learners in early, middle and senior phases of learning
- strategies for identifying students' learning styles, interests, prior learning and life experiences
- techniques for supporting students in developing personal identity, a positive self-image, health and wellbeing, sound relations and empathy with others
- strategies for engaging young people in discussion of matters related to personal development, post-school options and health, lifestyle and human relations
- how globalisation and the changing nature of work, education and leisure may impact on students' post-school options
- post-school options for young people, including education and training pathways, work, leisure and lifelong learning
- the potential of ICT to connect with the world beyond the school
- learning partnerships involving school, industry, higher education and community agencies
- strategies for promoting active citizenship
- relevant legislation and school and employing authority policies related to ethical and professional behaviour, privacy and confidentiality, and the provision of pastoral care.

Values

Teachers are committed to:

- fostering the social, emotional and physical development of students
- maintaining ethical and professional relations with students and their families, caregivers and communities
- creating learning partnerships that foster the active and full social participation of students.



Standard SEVEN

Title

Create and maintain safe and supportive learning environments

Scope

Teachers understand individual and group motivation and behaviour, and create safe, supportive and stimulating learning environments that promote positive social interaction and active engagement in learning.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- create respectful, positive and safe learning environments and constructive relationships that are based on mutual trust, provide social support for all students and foster positive attitudes to learning, participation and achievement
- establish, communicate and maintain clear expectations for student learning and behaviour and provide explicit feedback on appropriate behaviour
- apply behaviour management strategies in a fair, sensitive and consistent manner, and know when to seek advice on matters associated with student learning and behaviour
- undertake explicit teaching of skills to assist students to assume responsibility for themselves and behave responsibly towards others, participate in decision making, work collaboratively and independently, and feel safe to risk full participation in learning
- manage teaching time, resources and physical space to create and maintain a challenging, engaging, safe and supportive environment for learning
- monitor independent and group work and apply effective teaching, motivational and classroom management strategies to maximise the full and varied participation of all students.

Knowledge

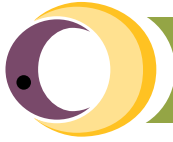
Teachers know and understand:

- school and employing authority policies and relevant legislation relating to behaviour management and the provision of safe and supportive learning environments
- contemporary evidence-informed theories and research on child and adolescent development relevant to early, middle and senior phases of learning
- the principles and explicit strategies of effective classroom behaviour and learning management
- effective communication, time management, conflict resolution and negotiation strategies
- how the classroom environment influences learning and can promote responsible behaviour for all students
- techniques for planning, implementing and monitoring independent and group work strategies and effectively using teaching materials and resources
- learning styles and a range of techniques for ensuring the full and varied participation of all students in learning activities
- appropriate sources of advice on student learning, behaviour and wellbeing.

Values

Teachers are committed to:

- creating safe, supportive and stimulating learning environments
- taking responsibility for establishing and maintaining a positive climate in the classroom and participating in maintaining such a climate in the school as a whole
- creating learning environments that model participatory and democratic values.



Standard EIGHT

Title

Foster positive and productive relationships with families and the community

Scope

Teachers build professional relationships with families, caregivers and other community members to support student learning, enhance student wellbeing and strengthen and enrich teaching and learning programs.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- establish and maintain respectful, productive and collaborative relationships with families, caregivers and other community members to support student learning and wellbeing
- employ a range of channels, including the effective use of ICT, to establish and maintain communication with families, caregivers, business and the broader community to promote collaboration and involvement in school programs and activities
- establish learning environments that acknowledge the concerns, values and priorities of students' families and caregivers, and their diverse cultures and communities
- identify and utilise the resources of families, caregivers and other community members to foster student learning and provide opportunities for parents, caregivers and others to share skills and talents that enrich learning experiences
- plan and implement learning experiences that are meaningful to students and build on the knowledge and skills developed through family and the community
- promote the value of education, the school and the profession to families, caregivers and other community members through engaging them in school activities and effectively communicating the goals and achievements of students and the school.

Knowledge

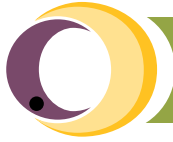
Teachers know and understand:

- the cultural, social and economic characteristics and aspirations of students and their families, caregivers and communities
- the importance of positive, productive and proactive involvement of families and caregivers in education to address student needs
- the roles of schools within communities and how to utilise diverse partnerships to contribute to student learning
- the insights to be gained from effective school/family interactions and how these contribute to quality teaching and learning
- strategies for developing and maintaining partnerships and effectively communicating with families, caregivers and other community members
- strategies for involving families, caregivers and other community members in the design, implementation and review of learning programs
- strategies for involving students in community-based learning activities
- strategies for promoting the goals and achievements of the school to families, caregivers and the wider community
- how to collaborate with stakeholders on decision making and the wellbeing of students while respecting the privacy and confidentiality of students, families and caregivers.

Values

Teachers are committed to:

- promoting the central role of families, caregivers and other community members in students' education
- fostering all aspects of students' wellbeing and working with families and caregivers to provide diverse opportunities for student success
- working with families, caregivers and the broader community to improve student learning.



Standard NINE

Title

Contribute effectively to professional teams

Scope

Teachers actively contribute to a range of school-based and other professional teams to enhance student learning, achieve school objectives and improve the teaching and learning process.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- establish and meet personal work-related goals and priorities to contribute to the achievement of personal, team and school objectives
- demonstrate effective team skills through contributing to a range of professional teams in line with personal and professional expertise and interests, school priorities and role
- plan, support, monitor and evaluate student learning in partnership with colleagues, other professionals, paraprofessionals, teacher aides and other adults engaged in promoting student learning
- use ICT to communicate with others for professional purposes
- enhance the performance of professional teams by participating in the review of team activities and processes.

Knowledge

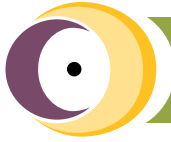
Teachers know and understand:

- personal and team goal setting and management techniques
- communication, negotiation, time management, conflict resolution and problem-solving techniques
- the principles of group dynamics
- the qualities of effective team members and characteristics of high performing teams
- the roles and responsibilities of school-based and other professional teams, and the professional and paraprofessional services available for supporting student learning
- techniques for monitoring and reviewing team performance.

Values

Teachers are committed to:

- establishing and sustaining collegial relationships to enhance the teaching and learning process
- participating as active, responsible members of professional teams
- participating in collegial decision making.



Standard TEN

Title

Commit to reflective practice and ongoing professional renewal

Scope

Teachers are reflective practitioners who establish professional learning goals, actively pursue opportunities for individual and collegial professional renewal and meet the legal and ethical obligations of the profession.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- critically reflect on their practice and relevant professional standards to analyse professional strengths and weaknesses, set personal and collegial professional goals, and assess their capacity to meet the professional requirements of the Queensland College of Teachers
- engage in personal and collegial professional development to improve teaching practice and effectively manage other aspects of the role of a teacher
- identify, assess and contribute to learning communities and professional networks (within the school, outside the school and online) to enhance personal and team performance
- support the professional learning of preservice teachers, provisionally registered teachers and other colleagues through participating in mentoring, coaching and professional learning programs
- undertake teaching duties and other aspects of the role of a teacher in a manner that is consistent with school and employing authority policies on the role of teachers, accountability requirements and the legal, ethical and professional obligations of teachers.

Knowledge

Teachers know and understand:

- the changing role of the teacher in contemporary society
- school and employing authority policies on accountability
- the legal, ethical and professional responsibilities of teachers and obligations in regard to child protection
- standards and accountability requirements established for the profession by the Queensland College of Teachers
- a range of contemporary research on teacher professionalism
- how to access educational research, and how to participate in and contribute to learning communities and professional networks, including through the use of ICT, to support professional learning, self-assessment and development
- mentoring and coaching techniques
- learning communities, professional networks and organisations with the capacity to support learning and development activities
- strategies for reflective practice, professional renewal and lifelong learning.

Values

Teachers are committed to:

- engaging in legal, ethical and professional conduct
- participating in professional reflection, renewal and lifelong learning
- collaborating with colleagues and others to enhance professional practice
- enhancing the reputation of the profession.

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