

## PROFESSIONAL STANDARDS FOR TEACHERS IN WESTERN AUSTRALIA

### Development

These Professional Standards for Teachers in Western Australia were developed by the Teacher Registration Board of Western Australia (TRBWA) and approved by the Minister for Education under section 20 of the *Teacher Registration Act 2012* (Act).

The purpose of the Professional Standards for Teachers in Western Australia is to detail the abilities, experience, knowledge or skills expected of registered teachers.

The Professional Standards for Teachers in Western Australia are largely based on the National Professional Standards for Teachers which were developed under the auspices of the Ministerial Council on Education, Early Childhood Development and Youth Affairs by the Australian Institute for Teaching and School Leadership and published in February 2011. In Western Australia, the National Standards require minor amendments to accommodate early childhood teachers working in child care settings as these teachers will be required to be registered with the Teacher Registration Board.

### Standards, Domains and Descriptors

These Standards comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping.

The Standards are grouped into three domains of teaching: **Professional Knowledge**, **Professional Practice** and **Professional Engagement**. In practice, teaching draws on aspects of all three domains.

Within each Standard focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Descriptors at two levels: Graduate and Proficient.

### Approval for Registration Purposes

The Graduate standards are approved by the Board for provisional registration as stipulated in section 16(b) of the Act. The Proficient standards are approved by the Board for full registration as stipulated in section 15(b) of the Act. Interstate and WA applicants may reference either these Professional Standards for Teachers in Western Australia or the National Professional Standards for Teachers as they are the same in all material respects.

## Definitions

In these Standards, the following definitions apply:

<b>Students</b>	<i>Children or young people enrolled at, attending or participating in either a Western Australian educational venue to which the Teacher Registration Act 2012 applies, or any other Australian or New Zealand school</i>
<b>Teaching</b>	<i>The delivery of curriculum in a Western Australian educational venue as defined in the Teacher Registration Act 2012 or the delivery of equivalent curriculum in any other Australian or New Zealand school</i>
<b>Curriculum</b>	<i>Prescribed curriculum in Western Australia as defined in the Teacher Registration Act 2012, or any other equivalent Australian or New Zealand school curriculum as approved by the relevant authority.</i>

## Experience

In order to be in a position to meet the Professional Standards at the Proficient Level, it is a requirement that a teacher has taught for a minimum period of 100 days in one or more Western Australian educational venues or other Australian or New Zealand schools in the 5 years prior to application.

## PROFESSIONAL KNOWLEDGE

### Standard 1 – Know students and how they learn

Focus area	Graduate	Proficient
<b>1.1 Physical, social and intellectual development and characteristics of students</b>	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students, as relevant, and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
<b>1.2 Understand how students learn</b>	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programmes using research and collegial advice about how students learn.
<b>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b>	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
<b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b>	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of Aboriginal and Torres Strait Islander students.	Design and implement effective strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
<b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b>	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
<b>1.6 Strategies to support full participation of students with disability</b>	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

### Standard 2 – Know the content and how to teach it

Focus area	Graduate	Proficient
<b>2.1 Content and teaching strategies of the teaching area</b>	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
<b>2.2 Content selection and organisation</b>	Organise content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programmes.

<b>Standard 2 – Know the content and how to teach it (cont.)</b>		
<b>Focus area</b>	<b>Graduate</b>	<b>Proficient</b>
<b>2.3 Curriculum assessment and reporting</b>	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programmes using knowledge of curriculum, assessment and reporting requirements.
<b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non- Indigenous Australians</b>	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
<b>2.5 Literacy and numeracy strategies</b>	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support literacy and numeracy achievement of students.
<b>2.6 Information and Communication Technology (ICT)</b>	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programmes to make selected content relevant and meaningful.

<b>PROFESSIONAL PRACTICE</b>		
<b>Standard 3 – Plan for and implement effective teaching and learning</b>		
<b>Focus area</b>	<b>Graduate</b>	<b>Proficient</b>
<b>3.1 Establish challenging learning goals</b>	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.
<b>3.2 Plan, structure and sequence learning programmes</b>	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programmes or lesson sequences that engage students and promote learning.
<b>3.3 Use teaching strategies</b>	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop the knowledge, skills, and attributes required by the applicable curriculum or educational programme.
<b>3.4 Select and use resources</b>	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.

### Standard 3 – Plan for and implement effective teaching and learning (cont.)

<b>3.5 Use effective communication with students</b>	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
<b>Focus area</b>	<b>Graduate</b>	<b>Proficient</b>
<b>3.6 Evaluate and improve teaching programmes</b>	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programmes and to improve student learning.	Evaluate personal teaching and learning programmes using evidence, including feedback from students and student assessment data, to inform planning.
<b>3.7 Engage parents/carers in the educative process</b>	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.

### Standard 4 – Create and maintain supportive and safe learning environments

<b>Focus area</b>	<b>Graduate</b>	<b>Proficient</b>
<b>4.1 Support student participation</b>	Identify strategies to support inclusive student participation and engagement in learning activities.	Establish and implement inclusive and positive interactions to engage and support all students in learning activities.
<b>4.2 Manage the learning environment</b>	Demonstrate the capacity to organise learning activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
<b>4.3 Manage challenging behaviour</b>	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
<b>4.4 Maintain student safety</b>	Describe strategies that support students’ wellbeing and safety working taking into account service, school and/or system requirements and curriculum and legal requirements.	Ensure students’ wellbeing and safety taking into account service, school and/or system requirements and curriculum and legal requirements.
<b>4.5 Use ICT safely, responsibly and ethically</b>	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

<b>Standard 5 – Assess, provide feedback and report on student learning</b>		
<b>Focus area</b>	<b>Graduate</b>	<b>Proficient</b>
<b>5.1 Assess student learning</b>	Demonstrate understanding of assessment strategies, including information and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
<b>5.2 Provide feedback to students on their learning</b>	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
<b>5.3 Make consistent and comparable judgements</b>	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
<b>5.4 Interpret student data</b>	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
<b>5.5 Report on student achievements</b>	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

<b>PROFESSIONAL ENGAGEMENT</b>		
<b>Standard 6 – Engage in professional learning</b>		
<b>Focus area</b>	<b>Graduate</b>	<b>Proficient</b>
<b>6.1 Identify and plan professional learning needs</b>	Demonstrate an understanding of the role of these professional standards in identifying professional learning needs.	Use these professional standards and advice from colleagues to identify and plan professional learning needs.
<b>6.2 Engage in professional learning and improve practice</b>	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and service, school and/or system priorities.
<b>6.3 Engage with colleagues and improve practice</b>	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

### Standard 6 – Engage in professional learning (cont.)

Focus area	Graduate	Proficient
<b>6.4 Apply professional learning and improve student learning</b>	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programmes designed to address identified student learning needs.

### Standard 7 – Engage professionally with colleagues, parents/carers and the community

Focus area	Graduate	Proficient
<b>7.1 Meet professional ethics and responsibilities</b>	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems, services and schools.
<b>7.2 Comply with legislative, administrative and organisational requirements</b>	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to service and school stage and context.	Understand the implications of and comply with the relevant legislative, administrative, organisational and professional requirements, policies and processes.
<b>7.3 Engage with the parents/carers</b>	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.
<b>7.4 Engage with professional teaching networks and broader communities</b>	Understand the roles of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.