

DRAFT

National Professional Standards for accomplished primary teaching

Introduction

Background

Accomplished primary teaching standards are one of a number of national professional standards being developed by the teaching profession in association with Teaching Australia.

The standards have three related components:

- the **Charter** for the Australian teaching profession
- generic **capabilities** setting out the high level knowledge and skills expected of teachers operating at the accomplished level. They are organised in three categories - professional knowledge, professional practice and professional leadership
- **descriptors of accomplishment**, describing what accomplished primary teachers know and do.

How might the standards be used?

Accomplished primary teaching standards can be used for a number of purposes. They:

- raise awareness of the values, knowledge and practice that is the essence of outstanding primary teaching
- guide primary teachers in reflecting on and improving their practice
- provide a framework for professional learning
- create a professional language for conversation about accomplished practice
- recognise teacher accomplishment
- build the status of primary teaching and the teaching profession.

Who's involved in developing the standards?

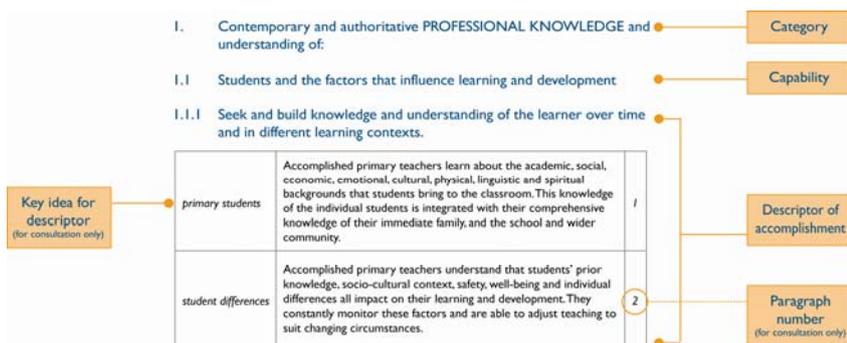
The accomplished primary teaching standards are being developed by primary teachers with support from a project team being led by the Australian Association of Mathematics Teachers (AAMT), together with Teaching Australia.

The draft standards (attached) have been developed by a working group consisting mainly of classroom teachers from different states and territories, sectors and professional associations.

Primary teachers and others interested in primary teaching are encouraged to provide comment on the draft standards during June and July 2009.

Navigating the draft

The following diagram is a guide to different elements of the draft standards.



For more information:
<http://primarystandards@aamt.edu.au/>
or www.teachingaustralia.edu.au

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National Professional Standards for accomplished primary teaching

I. Contemporary and authoritative PROFESSIONAL KNOWLEDGE and understanding of:

I.1 Students and the factors that influence learning and development

I.1.1 Seek and build knowledge and understanding of the learner over time and in different learning contexts.

primary students	Accomplished primary teachers learn about the academic, social, economic, emotional, cultural, physical, linguistic and spiritual backgrounds that students bring to the classroom. This knowledge of the individual students is integrated with their comprehensive knowledge of their immediate family, and the school and wider community.	1
student differences	Accomplished primary teachers understand that students' prior knowledge, socio-cultural context, safety, well-being and individual differences all impact on their learning and development. They constantly monitor these factors and are able to adjust teaching to suit changing circumstances.	2

I.1.2 Know how to respond to the individual child's learning needs.

what students bring to class	Accomplished primary teachers know that the teacher's role is critical to student learning. They understand the need for the teacher to continuously reflect on their performance and adjust teaching accordingly. They know how to use their knowledge and understanding of the student's developing 'world view' to support each student's learning in ways that help them to further develop as self reliant and discriminating learners.	3
student engagement	Accomplished primary teachers know and understand key means for motivating primary learners. These include intrinsic and extrinsic rewards, setting mastery or performance goals, making learning relevant to the student's world and interests, and fostering curiosity and enjoyment of learning. They know how to apply these approaches strategically with individuals and groups of students in a range of primary teaching settings.	4

I.2 Effective pedagogies, assessment and reporting

I.2.1 Know how to achieve a clear and consistent alignment between curriculum goals, pedagogy, assessment and reporting.

curriculum and pedagogies	Accomplished primary teachers have a deep knowledge of curriculum goals, scope and sequence of content, desired student outcomes and performance standards that underpins this alignment. They know and choose critically from a repertoire of pedagogies that connect student learning needs and aspirations, subject specific content knowledge and the ways of knowing and doing in particular subjects, learning areas and cross-curricular contexts.	5
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<i>learning processes</i>	They understand thinking and learning processes relevant to primary aged students, and how to teach meta-cognitive skills to primary students using appropriate terminology, structures, strategies and tools. They know how to apply this knowledge to assist students to grasp key concepts, make connections and arrive at new understandings through the use of higher order thinking skills.	6
<i>assessment</i>	Accomplished primary teachers have a deep knowledge of a range of assessment practices. They know how to evaluate and strategically choose from this range of practices, purposefully matching chosen means of assessment to learner profiles. They understand how to interpret data, verify findings and use the new information to judge student achievement and adjust programs and teaching to further progress student learning in the context of curriculum goals and each student's overall development.	7
<i>reporting</i>	They know the purposes of reporting and understand reporting policies, protocols, styles, schedules and language. They know how to report student progress honestly and respectfully, sharing information with students, parents/carers and other stakeholders in ways that enhance learning and learning relationships. In addition, they have practical knowledge that enables them to prepare reports that are accurate, timely, comprehensive, use plain language, are aligned with desired learning outcomes and inform the next stage of the student's learning.	8

1.3 Teaching specialisation, such as discipline or stage of schooling

1.3.1 Know and understand that the focus of primary teaching is the learning and development of the whole child across all aspects of their learning – knowledge, skills, attitudes and values – and how to apply this knowledge in all learning contexts.

<i>foundation skills</i>	Accomplished primary teachers have expert knowledge of the fundamentals of primary teaching. They understand that the primary years are critical times for students to continue to build foundational knowledge and skills in language, literacy, numeracy and other key components of the curriculum; and in other key areas of student development including personal self-management, well-being and meta-cognition.	9
<i>engaging primary learners</i>	Their knowledge of the content and the rationales underpinning curriculum is extensive. It is deep and rich for the children they are currently teaching, and extends to encompass the content of previous and subsequent years. They know and understand that student-centred learning which is integrated across all learning areas, relevant to students, and appeals to their natural sense of curiosity, fun and creativity helps promote high levels of engagement and progress.	10
<i>connections</i>	Accomplished primary teachers value whole-child learning which respects and responds to diversity and individual difference. They know how to make connections between students' world views, their prior knowledge, individual difference and the formal curriculum. Accomplished primary teachers are able to make meaningful connections across learning areas, to real world situations and the student's community, enabling students to integrate ideas, make meaning and further enhance their own development as active learners and developing global citizens.	11

evidence	Accomplished primary teachers know and apply principles of evidence-based practice in the primary years. They know how to use observation, background information and assessment data to establish a picture of ‘where each student is at in their learning’ and how to use scaffolded instruction and purposeful intervention to enhance student acquisition of new knowledge and skills. Accomplished primary teachers know meta-cognitive frameworks and how these apply to the primary learner. They know a range of structures and strategies to maximise student learning in varied and diverse school and classroom settings.	12
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1.4 A wide range of resources, including interactive technologies and their use in teaching and learning

1.4.1 Know how to maximise access to the human, physical and interactive resources that enhance the learning environment, and keep abreast of resource developments.

varied resources	Accomplished primary teachers know how to seek out, critically evaluate and use a range of resources to create and support rich learning tasks. They know how to identify and use resources that build a learning culture that is characterised by enthusiastic engagement, realism, and multiple connections for students (e.g. across the curriculum, to different ways of learning, within and beyond school, between school, family and community). Resources, including technologies, are chosen by the teacher (and sometimes by the students) to enhance student learning and encourage the application of learning to real-world situations. Accomplished primary teachers know the importance of social interaction, collaboration and team-work in learning, and know how to actively nurture and use networks, partnerships and learning communities that are appropriate for primary teaching and learning.	13
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2. Exemplary PROFESSIONAL PRACTICE which:

2.1 Builds effective relationships and manages complex interactions

2.1.1 Establish and maintain learning relationships characterised by mutual respect, empathy and honesty in age-appropriate ways.

relationships	Accomplished primary teachers model and teach appropriate behaviours, language and skills that enable the teacher and students to collaboratively build and maintain safe and positive relationships that challenge students and promote learning.	14
student development	Accomplished primary teachers appreciate that primary students are constantly changing and growing physically, socially, cognitively and emotionally. As a result, they constantly monitor individuals and groups of students and adapt their teaching and their interactions with families in response to these changing student parameters and the demands they generate.	15
structures for learning	Accomplished primary teachers establish clear, consistent classroom protocols, routines and support networks that enable a strong focus on student learning and well-being, while remaining alert and responsive to emergency situations, critical incidents and unplanned demands. They skilfully prioritise actions, access support, act decisively and keep appropriate records.	16

2.1.2 Establish relationships with other adults that encourage and respect their support for students' learning.

<i>partnerships</i>	Accomplished primary teachers respond to parents and carers as important educators of children through the primary years by actively and purposefully involving them in their work with the students. They invite parents and carers into the classroom and school lives of their children. They use targeted and effective communication within the parent-teacher-student relationship, listening carefully to parents and carers as 'experts' on the child. They liaise with other professionals, including colleagues in the school and those with expertise in areas such as special needs, therapy and welfare. Accomplished primary teachers involve parents and carers (and students when appropriate) in discussions with these professionals to determine directions, set priorities and maximise benefits to students and their learning and development.	17
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2.2 Creates and maintains engaging and intellectually challenging learning environments

2.2.1 Purposefully design, monitor and adapt learning environments to challenge students to progress from what they already know and can do into new areas of understanding, skills and attitudes.

<i>high expectations</i>	Accomplished primary teachers have high expectations and set challenging goals for the learning of all their students. These goals and expectations are based on these teachers' deep knowledge of their students, the curriculum and learning processes. Accomplished primary teachers purposefully design and implement stimulating learning environments where students feel safe to take risks and learn from mistakes. They empower and affirm students as active learners who are confident to explore, innovate, solve problems and take increasing responsibility for their own, and the group's welfare and learning.	18
<i>resources</i>	Accomplished primary teachers provide, as a component of the learning environment, the frameworks, schemas, tools, explicit instruction and feedback that support and scaffold new learning. They create learning environments by making critical choices of learning resources including people, places, learning objects and technologies.	19
<i>inclusion</i>	Accomplished primary teachers create a positive and inclusive learning environment by making choices from available resources. They use differentiated learning strategies in response to classroom and community cultural, social and linguistic diversity.	20

2.3 Plans, implements and evaluates rigorous and inclusive learning program

2.3.1 Create differentiated programs to promote intellectual, social, physical, emotional and spiritual growth of all students.

<i>diversity</i>	Accomplished primary teachers carefully and systematically cater for student diversity. They plan programs that purposefully provide for differentiated activities, differentiated resources, differentiated assessment and differentiated expected outcomes that are appropriate to the learning needs and aspirations of the individual student. They motivate and enable students to create connections within and between learning areas.	21
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<i>modes of inquiry</i>	Accomplished primary teachers' programs develop students' use of different modes of inquiry that are characteristic of working in different curriculum areas. They help students apply learning skills and knowledge to authentic tasks such as producing written text for different audiences, using numeracy skills in monetary transactions and making healthy life choices.	22
<i>evaluation</i>	In order to inform ongoing student learning, accomplished primary teachers continuously evaluate their programs on the basis of input from students, colleagues in the school and beyond, parents and other stakeholders, and their own observations and reflections. They analyse student achievement data and critically reflect on teaching practices using systemic and school-based frameworks and professional support networks.	23

2.4 Uses assessment and constructive feedback to inform teaching and learning

2.4.1 Assess their students' learning and development in ways that help both the students and teachers to know and understand their progress.

<i>varied assessment practices</i>	Accomplished primary teachers apply a range of fair and inclusive assessment practices which allow multiple opportunities for students to demonstrate their learning. Their assessment practices identify pathways to improvement in students' learning and include a mix of iterative, diagnostic, formative, summative and dynamic assessment strategies.	24
<i>involvement of students in assessment</i>	Accomplished primary teachers involve students in assessment processes. They ensure that students understand the outcomes they are expected to achieve, how they will be assessed and the standards against which their performances will be judged. When appropriate, students are involved in self and peer assessment.	25

2.4.2 Systematically and consistently analyse assessment data to provide feedback to students that encourages, shapes and scaffolds new learning, and guides teaching.

<i>use of assessment data</i>	Accomplished primary teachers analyse assessment information to consistently provide timely, honest, specific and targeted feedback which is directly related to clear and agreed outcomes. They provide feedback that is carefully designed to help students to understand their performance and identify actions that enable them to make further progress in their learning. Based on analysis of a range of assessment data, and critical reflection on their teaching, accomplished primary teachers change their strategies, modify the learning environment, differentiate key components of their programs and make other adjustments to improve their teaching and better meet the learning needs and aspirations of students.	26
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2.5 Communicates effectively with different audiences using a range of strategies

2.5.1 Use high quality communication skills to foster the multiple relationships that support student learning.

<i>families and others</i>	Accomplished primary teachers actively seek and use a variety of opportunities and strategies to engage with others – students, families, community, para-professional and other stakeholders – to promote collaboration that enhances student learning, development and well-being. They provide clear and accurate information in both informal and formal contexts to parents and carers about students’ learning and development. This combination of evidence, professional opinion and general dialogue cements the home-school partnership while validating and supporting the parents’ roles in their child’s learning and development. Accomplished primary teachers are skilled in adjusting the language and mode of communication to respect and match the language, cultural and social preferences of the audience.	27
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3. Active and influential PROFESSIONAL LEADERSHIP to:

3.1 Contribute to school planning, development and management

3.1.1 Make positive contributions to school improvement through active participation and taking responsibility in professional teams.

<i>professional commitment</i>	Accomplished primary teachers consistently contribute, and provide direction to, professional teams. They motivate and provide direction for various teams such as grade or stage teams, ICT group, learning support team or other structures that are established from time to time in accordance with the school’s development plan. Their work to influence school development is guided by a clear vision of what primary education can be like in the context of the school, and how the work of the school can and should connect with the early childhood and secondary sectors, as well as the aspirations of the community for the school.	28
<i>collaboration</i>	They use extensive professional knowledge of primary education, research evidence, student achievement data and critical reflection on current school practices to collaboratively develop a shared understanding of current school performance and areas for improvement. Accomplished primary teachers support colleagues to take responsibility for strategies that are negotiated as part of this school improvement process. They consistently comply with systemic policies and regulatory frameworks.	29
<i>school community</i>	Accomplished primary teachers advocate for the meaningful involvement of parents and the community in school improvement. They initiate opportunities in both formal and informal contexts to engage different groups in the school community in discussion of the school’s aspirations, priorities, achievements and plans for the future.	30

3.2 Encourage professional learning, critical reflection and professional discussion, drawing on evidence to improve practice

3.2.1 Practice, model and promote critical enquiry designed to enhance the quality of primary education and the professional of primary teachers.

<i>teacher as learner</i>	Accomplished primary teachers promote and actively support a culture of continuous professional learning that embeds critical reflection in collegial settings. This may involve action learning, collaborative planning, peer observation and feedback and presentations to appropriate audiences (staff meetings, parent and citizens, associations, conferences).	31
<i>use of professional learning</i>	Accomplished primary teachers design their own professional learning in response to careful analysis of student achievement data, critical review of existing pedagogical practices and ongoing review of alternatives. They continuously monitor the impact of professional learning on their teaching and are guided by this in connected cycles of design, action and review. Accomplished primary teachers manage and take key roles in professional learning networks in which they promote and enable this systematic approach to professional learning.	32

3.3 Build an environment of confidence, resilience and success

3.3.1 Facilitate effective teamwork to achieve important goals, and provide the professional and inter-personal support to others to build sustainable, positive learning cultures in primary schools.

<i>vision and values</i>	Accomplished primary teachers are committed to the principles of high quality primary education. They articulate a clear vision for their classroom and their students' learning within the context of the school plan and the parent-teacher-student partnership. They base their relationships with students and others on principles of equity, social justice, ecological sustainability, reconciliation between Indigenous and non-Indigenous Australians, and personal responsibility in the community and as global citizens. They listen to and respect those with whom they work, and actively promote this with others, especially their students.	33
<i>collaboration and innovation</i>	Accomplished primary teachers are highly productive when working collaboratively and in teams. They develop collaborative partnerships with colleagues and the wider community. Within these groups and more broadly, accomplished primary teachers model positive behaviours such as enthusiasm and risk-taking to achieve high quality outcomes. They are optimistic and determined. They promote and celebrate significant student, class, teacher, school and community achievements, presenting the students and school in positive ways. They are actively involved in research, innovation, trials, curriculum development and other initiatives that can improve teaching, school practice and outcomes for students, and enhance the professional standing of primary teachers.	34

3.4 Contribute to the development and renewal of the profession

3.4.1 Commit both time and effort to promoting primary education and teacher professionalism.

<i>share practice</i>	Accomplished primary teachers openly and transparently share their practice with others; they seek to make their practice 'visible' to colleagues and the community as a marker of their commitment to primary education and as a model for others. This open approach makes their work professionally accessible to colleagues and available for scrutiny by parents and others as a practical example of what high quality primary education can be.	35
<i>contributing to the profession</i>	Accomplished primary teachers are proactive in promoting a positive image of primary teaching through activities such as mentoring pre-service teachers and recent graduates, publishing and presenting student and professional work, joining on-line and other professional forums, and celebrating successes. Accomplished primary teachers provide leadership within professional networks, associations and projects such as online forums, lists-serves, blogs, school clusters, curriculum development projects, policy review processes and other systemic initiatives. They actively seek further education and training to enhance their professional knowledge, practice and leadership.	36

Go to <http://primarystandards.aamt.edu.au/> to find out how you can provide your feedback on this draft document.

The Australian Association of Mathematics Teachers is working in partnership with Teaching Australia to lead the development of national professional standards for accomplished primary teaching. Contact the AAMT Office (08 83630288) or the Project Manager Ross Prout (rossprout@bigpond.com)