

NORTHERN TERRITORY

Professional Standards for Accomplished Teachers in the Northern Territory

Accomplished teachers will be recognised by their peers as highly proficient and successful practitioners, able to guide and support others in the teaching and learning process. They are recognised by other teachers as having in-depth subject knowledge and pedagogical expertise. They keep abreast of and contribute to professional learning and contribute to the professional learning of others. These teachers are advocates for the profession and their schools. They communicate effectively to diverse audiences and interact professionally with the community.
MCEETYA National Framework, November 2003.

ENDORSEMENT

The Accomplished Standards were endorsed by the Teacher Registration Board on 15 May 2008.

TEACHER REGISTRATION BOARD
of the Northern Territory



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Northern Territory Professional Standards for Accomplished Teachers



Standards for Accomplished Teachers

THE NATIONAL FRAMEWORK FOR PROFESSIONAL STANDARDS FOR TEACHING IS PRESENTED IN FOUR CAREER DIMENSIONS:

GRADUATE

COMPETENT

ACCOMPLISHED

LEADERSHIP

Some teachers will be recognised by their peers as highly proficient and successful practitioners, able to guide and support others in the teaching and learning process.

PROFESSIONAL ENGAGEMENT	ACCOMPLISHED TEACHERS ARE ACTIVE MEMBERS OF THEIR PROFESSION.	1.1	Accomplished teachers actively contribute to and promote programs, policies and practices that support the well-being of all members of the schools community.
		1.2	Accomplished teachers actively participate in strong educational networks through professional associations, system activities and professional relationships.
		1.3	Accomplished teachers build networks, partnerships and working relationships to enhance the community's knowledge about, and are advocates for, the status of the profession.
		1.4	Accomplished teachers model and actively encourage professional integrity and empathy in diverse educational contexts.
		1.5	Accomplished teachers model and mentor others in the legal and ethical obligations of the profession.
	ACCOMPLISHED TEACHERS REFLECT ON, EVALUATE AND IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE.	2.1	Accomplished teachers actively seek and act upon explicit feedback on their practice from a range of sources.
		2.2	Accomplished teachers use high level communication skills to strategically think about and respond to issues challenging the profession.
		2.3	Accomplished teachers engage and lead professional learning that is embedded in the needs of the individual, the school and the system.
		2.4	Accomplished teachers seek opportunities to build dynamic learning communities that engage in high level dialogue, interaction and collaboration.
		2.5	Accomplished teachers take a leading role in debate, discussion, implementation and review of educational change.
PROFESSIONAL KNOWLEDGE	ACCOMPLISHED TEACHERS KNOW THEIR STUDENTS.	3.1	Accomplished teachers understand the influences that have developed their own values and culture and harness this self-awareness to enhance relationships with their students.
		3.2	Accomplished teachers critically select, use and model a range of learning diagnostics and collaborate to develop programs and assessment strategies that allow for greatest achievement and enjoyment by individual learners.
		3.3	Accomplished teachers critically select and share readings, resources and strategies that enhance social interactions, group dynamics and essential learnings.
		3.4	Accomplished teachers contribute significantly to building dynamic partnerships with parents, carers and the community to enhance student learning.
	ACCOMPLISHED TEACHERS KNOW HOW STUDENTS LEARN AND HOW TO TEACH THEM EFFECTIVELY.	4.1	Accomplished teachers understand the personal, social, cultural and economic characteristics and aspirations of learners to personalise learning experiences and opportunities.
		4.2	Accomplished teachers use and initiate opportunities for professional discussion about a range of contemporary evidence-based theories and/or practices to inform curriculum, pedagogy and assessment.
		4.3	Accomplished teachers use a range of effective practices in language, multiple literacies and numeracies and technologies that underpin learning and assist colleagues to review and reconstruct practices.
		4.4	Accomplished teachers plan, implement and review intellectually challenging learning experiences that engage students in using their learning in new or unfamiliar contexts.
		4.5	Accomplished teachers design, evaluate and redesign and share programs and teaching sequences based on authentic assessment of learner achievement and engagement.
	ACCOMPLISHED TEACHERS KNOW THE CONTENT THEY TEACH.	5.1	Accomplished teachers demonstrate deep and critical content knowledge and conceptual and essential understandings in learning areas.
		5.2	Accomplished teachers design and share authenticated, sequenced learning based on thorough understanding of the curriculum in the learner's context and culture.
		5.3	Accomplished teachers critically select and share professional reading and can articulate the research base in which teaching decisions are grounded.
		5.4	Accomplished teachers are proactive in developing knowledge of student pathways into and beyond their current learning situations and demonstrate an awareness of whole school curriculum.
		5.5	Accomplished teachers demonstrate willingness and ability to assist and support colleagues in the development of programs and the interpretation of curriculum.
PROFESSIONAL PRACTICE	ACCOMPLISHED TEACHERS PLAN, PROGRAM, ASSESS AND REPORT FOR EFFECTIVE LEARNING.	6.1	Accomplished teachers design quality assessment tasks, consistent with system requirements, which allow for learner diversity and for all learners to be able to demonstrate understandings.
		6.2	Accomplished teachers assist colleagues to create, select and use a repertoire of teaching strategies, resources and assessment tools to make learning meaningful.
		6.3	Accomplished teachers actively engage in exploring, using and sharing knowledge about authentic assessment and meaningful reporting.
		6.4	Accomplished teachers initiate and demonstrate processes for analysis and reflection to enhance learning engagement and outcomes.
		6.5	Accomplished teachers explicitly teach and model the ability to think creatively, flexibly, critically and analytically and reflect this in their programming and planning.
	ACCOMPLISHED TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING WORK ENVIRONMENTS.	7.1	Accomplished teachers have the policy, systems, local knowledge, personal insight and resilience to manage the challenges to their own and others sense of belonging.
		7.2	Accomplished teachers establish and sustain collegial relationships and teams in the professional community to create an intellectually challenging and rewarding professional culture.
		7.3	Accomplished teachers explore, construct, know and share self-management strategies and techniques for maintaining challenging learning environments.
		7.4	Accomplished teachers work in partnership with students, families, colleagues and professionals to proactively monitor, assess and educate others and develop practices to enhance the safety and well-being of learners within various physical and IT environments.
		7.5	Accomplished teachers contribute to a professional learning culture that develops shared accountability with colleagues for the establishment and maintenance of clear and consistent expectations of behaviour for all in the learning environments.
	ACCOMPLISHED TEACHERS USE A RANGE OF TEACHING PRACTICES AND RESOURCES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING.	8.1	Accomplished teachers use and model strategies to build rapport with learners in order to develop tailored, targeted, explicit instruction that meets learner needs.
		8.2	Accomplished teachers encourage the learning community to collaborate in constructing innovative approaches to learning.
		8.3	Accomplished teachers broaden colleagues' skills and knowledge in using a wide range of teaching and learning resources and strategies that actively engage and build success for learners.
		8.4	Accomplished teachers model a range of strategies and support colleagues in providing meaningful, respectful and explicit feedback to learners and about learners.