

## NORTHERN TERRITORY

# Professional Standards for Competent Teachers in the Northern Territory

Competent teachers have demonstrated successful teaching experience and have a record of effective and ongoing professional learning. They work collegially and in teams to further enhance their professional practice, and take greater responsibility in collaboration with others for identifying and addressing their own learning needs. They are effective members of a school and its broader community and interact effectively with stakeholders.

MCEETYA National Framework, November 2003

### ENDORSEMENT

The Competent Standards were endorsed by the Teacher Registration Board on 19 January 2006.

TEACHER REGISTRATION BOARD  
of the Northern Territory



Teacher Registration Board of the Northern Territory  
GPO Box 1675 Darwin NT 0801  
Telephone: (08) 8999 4197  
Email: [trb@nt.gov.au](mailto:trb@nt.gov.au) Website: [www.trb.nt.gov.au](http://www.trb.nt.gov.au)

## Standards for Competent Teachers

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

GRADUATE

COMPETENT

ACCOMPLISHED

LEADERSHIP

*It is expected that most teachers will meet standards for competent teaching in the first year of entering the profession.*

		GRADUATE	COMPETENT	ACCOMPLISHED	LEADERSHIP
PROFESSIONAL ENGAGEMENT	TEACHERS ARE ACTIVE MEMBERS OF THEIR PROFESSION.	1.1	Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.	1.2	Teachers develop and maintain positive relationships with other professionals, parents/carers and members of the broader community to provide effective learning for students.
	TEACHERS REFLECT ON, EVALUATE AND IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE.	1.3	Teachers share responsibility for the integrity of the profession by promoting learning, the value of education and the profession in the wider community.	1.4	Teachers act with dignity, courtesy and empathy in their relationships with all staff, students, carers and the education community.
PROFESSIONAL KNOWLEDGE	TEACHERS KNOW THEIR STUDENTS.	1.5	Teachers understand and fulfil their legal and ethical responsibilities.	2.1	Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.
	TEACHERS KNOW HOW STUDENTS LEARN AND HOW TO TEACH THEM EFFECTIVELY.	2.2	Teachers work collaboratively with others to discuss contemporary issues and research to improve professional practice.	2.3	Teachers identify their own professional learning needs and plan for and engage in professional development activities.
	TEACHERS KNOW THE CONTENT THEY TEACH.	2.4	Teachers develop organisational, technological and administrative skills to manage their duties effectively.	2.5	Teachers acknowledge and engage critically with change to maintain relevance in their teaching and to clarify educational priorities.
PROFESSIONAL PRACTICE	TEACHERS PLAN, PROGRAM, ASSESS AND REPORT FOR EFFECTIVE LEARNING.	3.1	Teachers know the learning capabilities of their students and are aware of the factors that influence their learning.	3.2	Teachers are responsive to the social, cultural, historical and religious backgrounds of the students they teach, and value their diversity.
	TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS.	3.3	Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and learning styles and the ways they interact with others.	3.4	Teachers know the importance of working with and communicating regularly with students' families to support their learning.
	TEACHERS USE A RANGE OF TEACHING PRACTICES & RESOURCES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING.	4.1	Teachers know that relationships form the basis of all teaching and learning.	4.2	Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.
		4.3	Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.	4.4	Teachers know how to engage their students in active learning.
		4.5	Teachers know how learning environments, program design, use of materials and resources, assessment and the structure of activities impact on learning.	5.1	Teachers have a sound, critical understanding of the content, processes and skills they teach.
		5.2	Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how they are applied.	5.3	Teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.
		5.4	Teachers have knowledge of the approved curriculum documents, policies, materials and programs associated with the content and the context in which they teach.	6.1	Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.
		6.2	Teachers plan and document the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students.	6.3	Teachers monitor student engagement in learning, and maintain records of their learning progress and report regularly to parents/carers.
		6.4	Teachers select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and their families and to inform further planning of teaching and learning.	7.1	Teachers develop and support relationships within classrooms, the school and the wider community that promote a sense of belonging.
		7.2	Teachers build and maintain a positive learning environment where respect for the individual and for group dynamics is fostered and where learning is the focus.	7.3	Teachers provide a learning environment that engages and challenges their students, and encourages them to take responsibility for their own learning.
		7.4	Teachers use and manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.	7.5	Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.
		8.1	Teachers communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.	8.2	Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities.
		8.3	Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.	8.4	Teachers provide meaningful, constructive and regular feedback to students and their parents/carers about their learning.

# Professional Standards for Competent Teachers in the Northern Territory

## LEVEL OF STANDARDS

The National Framework for Professional Standards for Teaching recognises four career dimensions for which different standards might apply. The four dimensions are: graduate, competent, accomplished and leadership. This publication documents those standards of competent practice that teachers are expected to reach within the first year of professional employment.

## BACKGROUND

In 2003, all Australian States and Territories, through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), established a professional standards framework. In its introduction to the framework, MCEETYA cited the need for a strong and effective school education system as integral to individual success, social cohesion, progress and national prosperity. Standards for teaching have been widely adopted as a powerful tool for continuing the transformation of teaching practice and lifting the profile of teaching in the community.

Teaching is challenging work, demanding the highest levels of commitment from those who join the profession. Teachers continue to meet community expectations for educational programs that promote the social, emotional and academic growth of young people preparing for an unpredictable future.

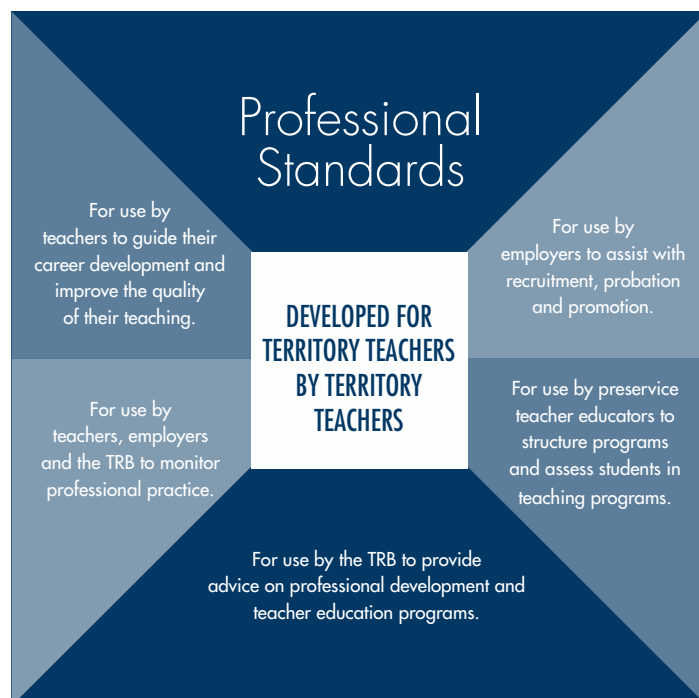
The Northern Territory has always had teachers who have pursued excellence in their work with students, parents and colleagues. They have been guided by their own clearly focussed professionalism and supported by like-minded colleagues and leaders. Professional standards identify and clarify the complex elements of teachers' work.

## STANDARDS IN THE NORTHERN TERRITORY

The Teacher Registration Board, as required by the *Teacher Registration (Northern Territory) Act 2004*, has worked with teachers employed in the Northern Territory in the preparation of this document. Early in 2005 a steering group representative of all educational sectors was formed.

This group guided the writing, consultation and trialling processes. The writing task itself was given to a group of classroom teachers, again a widely representative group, who drafted the standards with reference to a variety of documents already in use in the Territory and in States where professional standards were already in place. Through the writing and consultative process, the Teacher Registration Board has canvassed a wide cross-section of teachers including Indigenous and non-Indigenous teachers in urban and remote locations, government and non-government schools, teachers working across all levels of schooling and specialist areas of education and teacher educators in Northern Territory tertiary institutions.

**A PRINT FRIENDLY COPY OF THE STANDARDS IS AVAILABLE ON THE TRB WEBSITE**



## ETHICS STATEMENT

Professional standards must necessarily be underpinned by values. The teaching profession is unique in that it has ethical responsibilities through relationships with students, parents, colleagues and the wider community.

Teaching is a moral craft and teachers have to make ethical decisions daily. The maintenance of a code of ethics by the profession will provide a means of clearly identifying the values held by teachers and communicating those values within the profession and the community.

A code of ethics for Territory teachers is currently being prepared. There is a need, however, to indicate in broad terms the core values that underlie the professional standards published here. These are stated below.

- Northern Territory Standards of Professional Practice for Teaching are based on a commitment to learners, to the profession and the community.
- Teachers accept the responsibility to provide meaningful learning experiences to students in their care in the belief that all students have the capacity and the right to learn.
- In carrying out their duties teachers will act with honesty and dignity, respecting the right of parents to be partners in the education of their children, of families to have their privacy protected and their cultures acknowledged and valued in the school community.
- Teachers will honour the trust placed in them by students, parents and colleagues by ensuring that they have the professional knowledge required for quality teaching, and at all times behave in ways that promote the profession.