State of Qatar
Supreme Education Council
Education Institute

National Professional Standards for Teachers and School Leaders

هيئة التعليم
EDUCATION INSTITUTE

Contents

Introduction 1

Structure of the National Professional Standards 2

The Professional Standards for Teachers 3

Diagram 1 – Professional Standards for Teachers 3

The Professional Standards for School Leaders 6

Diagram 2 – Professional Standards for School Leaders 6

Using the standards – from reflection to action 8

Format of the standards 9

National Professional Standards for Teachers – overview 10

1. Structure innovative and flexible learning experiences for individuals and groups of students 12
2. Use teaching strategies and resources to engage students in effective learning 16
3. Foster language, literacy and numeracy development 20
4. Create safe, supportive and challenging learning environments 25
5. Construct learning experiences that connect with the world beyond school 30
6. Apply ICT in managing student learning 34
7. Assess and report on student learning 38
8. Apply knowledge of students and how they learn to support student learning and development 42
9. Apply teaching/subject area knowledge to support student learning 46
10. Work as a member of professional teams 50
11. Build partnerships with families and the community 54
12. Reflect on, evaluate and improve professional practice 58

National Professional Standards for School Leaders – overview 62

1. Lead and manage learning and teaching in the school community 63
2. Develop, communicate and report on the strategic vision and aims of the school community 68
3. Lead and manage change 71
4. Lead and develop people and teams 74
5. Develop and manage school–community relations 78
6. Develop and manage resources 81
7. Reflect on, evaluate and improve leadership and management 84

Glossary 88

Introduction

The National Professional Standards for Teachers and School Leaders provide a common reference point to describe, celebrate and support the complex and varied work of teachers and school leaders in the new Independent Schools.

These standards describe what teachers and school leaders, including School Operators/Principals, need to know, understand and be able to do. They also provide a clear vision of the performance, knowledge, skills and dispositions that teachers and school leaders need to support the introduction of the new Curriculum Standards and Independent Schools, which are key features of Education for a New Era.

Combined with the Curriculum Standards and school-developed curricula offered in the Independent Schools, the National Professional Standards for Teachers and School Leaders illustrate the wide range of capabilities and knowledge that contemporary educators must possess to provide high-quality instruction and support improved student learning.

Structure of the National Professional Standards

The National Professional Standards for Teachers and School Leaders comprise two separate but interrelated sets of standards – one focused on the work of teachers and the other on the work of school leaders. While these two sets of standards recognise the distinct roles and skill requirements of teachers and school leaders, they are underpinned by a commitment to fostering teachers and school leaders who are focused on:

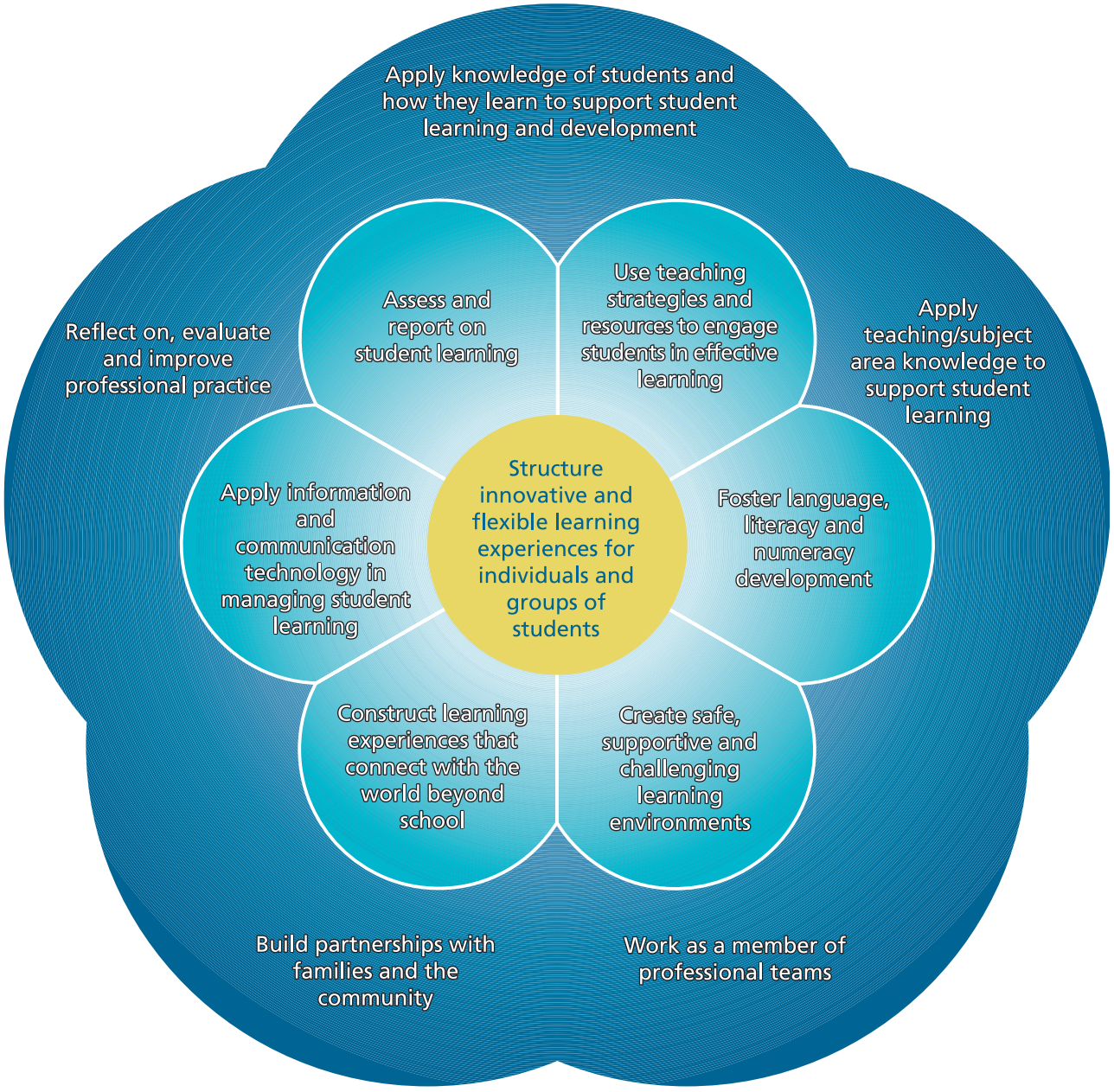
- promoting student learning – the standards acknowledge that the core business of both teachers and school leaders is the enhancement of student learning
- creating safe, supportive and challenging learning environments – the standards recognise that teachers and school leaders have a joint responsibility to develop effective learning environments in which students are safe, supported and intellectually challenged, both at classroom and whole-school levels
- effectively using resources to promote student learning – the standards recognise that teachers and school leaders have a responsibility to manage school resources, both at classroom and whole-school levels, in a way that maximises student learning opportunities
- building effective school–community partnerships – the standards recognise that both teachers and school leaders have a responsibility to develop and maintain partnerships with parents, students and the broader community that foster student learning
- working in teams – the standards recognise that teachers and school leaders work in a variety of team situations and must possess the capabilities to act collegially, participate in teams and lead teams
- reflecting on professional practice – the standards recognise that, as professionals, teachers and school leaders must have the capacity to analyse and improve their performance and engage in life-long learning.

The Professional Standards for Teachers

The Professional Standards for Teachers describe the capabilities that teachers need to provide challenging and rewarding learning experiences for students. They comprise twelve interrelated, career-long standards that address the key requirements of teachers working in Independent Schools.

As illustrated in the following diagram, the core standard focuses on teachers' capacity to interpret Curriculum Standards and other course documents to design innovative and flexible learning activities for individuals and groups of students.

Diagram 1: Professional Standards for Teachers



Six standards that centre on teaching practice support this core standard. They describe the capabilities that teachers need to:

- use teaching strategies and resources to engage students in effective learning
- foster the language, literacy and numeracy development of students
- create safe, supportive and challenging learning environments
- design learning activities that connect with the world beyond school
- integrate information and communication technology (ICT) in learning activities for students
- assess and report on student learning.

Additional standards aim to ensure that learning activities are designed, implemented and assessed by knowledgeable, engaged and committed professionals who have the capacity to:

- apply knowledge of students, how students learn and effective teaching practices to support student learning
- develop, maintain and apply teaching/subject area knowledge to support student learning
- work as a member of a professional team
- develop effective partnerships with parents and the community
- reflect on, evaluate and improve professional practice.

Together, the standards describe the capabilities that teachers need to create relevant and worthwhile learning experiences for individuals and groups of students. While each standard describes in detail an important aspect of practice, teachers perform their work in a very integrated fashion. Overlaps among the standards are purposeful and reflect the interrelated nature of the standards and the complexity of teachers' work.

The standards are designed to be relevant to all teachers, including those in training as well as those employed in Independent Schools.

While the standards apply to all teachers, some teachers will be more able to meet the full requirements of the standards than others. This is because teachers enter the profession with varying levels of prior learning, work experience and professional preparation, work in different contexts and have varying access to professional learning and development. For example, some teachers may be able to demonstrate some elements of the standard Work as a member of professional teams through their participation in school-based teams. Others may meet the full requirement of the standard through participation in team activities, mentoring of team members and coordination of school-based teams.

Teachers develop their knowledge, skills and practices throughout their professional lives. However, there is no simple relationship between years of teaching experience and teacher skill. The National Professional Standards for Teachers describe three broad stages in teacher development and the performance that may be expected of teachers at each stage. These career stages are:

- entry level teachers
- proficient teachers
- advanced skill teachers.

Entry level teachers

Entry level teachers are new entrants to an Independent School. They may have experience in teaching in other schools in Qatar or abroad, or may be new to the profession.

They are aware of Curriculum Standards and school-developed curricula and use these to plan relevant learning experiences for individuals and groups of students.

These teachers possess current knowledge of ICT and can use ICT to enhance classroom instruction.

These teachers are equipped to engage in and negotiate a process of ongoing professional learning. They are able to identify their development needs and seek advice and support from colleagues as required. They have high expectations of themselves as professional learners and for the learning of their students. Their commitment to students and student learning is reflected in their desire to support students to achieve the highest possible education outcomes.

They have the commitment, enthusiasm and interpersonal skills to assume a professional role within schools and their broader communities and to contribute to the operations of a school as a whole.

Proficient teachers

Proficient teachers have demonstrated successful teaching in one or more Independent Schools.

They effectively plan, implement, monitor and evaluate student learning. They interpret Curriculum Standards and school-developed curricula to design customised learning plans that meet the expressed and potential needs of individuals and groups of students.

These teachers apply current ICT knowledge and skills to plan, implement and evaluate student learning.

These teachers have a record of effective and ongoing professional learning. They work collegially and in teams to further enhance their professional practice. They collaborate with others to identify and address their own learning needs.

They are effective members of a school and its broader community and interact effectively with all those involved.

Advanced skill teachers

Advanced skill teachers have demonstrated highly accomplished and successful teaching in one or more Independent Schools. They demonstrate high level skills in curriculum planning, implementation and review, and in monitoring and evaluating student learning. They are able to tailor teaching programs to meet the expressed and potential needs of individuals and groups of students.

These teachers are knowledgeable about teaching and about the subjects they teach. They are recognised by their colleagues as having in-depth knowledge of both teaching and the subjects they teach. They provide leadership in the implementation of Curriculum Standards and school-developed curricula across the school.

These teachers promote, apply and assist colleagues to use ICT skills when planning, managing and evaluating student learning.

They engage in ongoing professional learning and facilitate and participate in professional discussions and debates. They contribute to the professional learning of others by leading small groups of teachers and other staff, and by mentoring their colleagues and teachers in training.

These teachers are advocates for the profession and their school. They communicate effectively and interact professionally with colleagues, school administrators, parents and the community to support the development of the school and promote student learning.

Evidence Guides

Each standard in the Professional Standards for Teachers incorporates an Evidence Guide that identifies the performance expected of teachers at each of these three stages of career development. The Evidence Guides also include examples of the types of evidence that teachers may present to show that they have achieved the required level of performance for each standard.

Achievement of the standards

The standards are aspirational in nature. It is not expected that a teacher will achieve the highest level of performance against all of the standards. In most cases individual teachers will perform at different levels against different standards. For example, a teacher may be performing at proficient level against a number of the standards but may be operating at entry level in relation to the standard focused on ICT. This may lead the teacher to identify ICT as an area in which further professional development is required.

The Professional Standards for School Leaders

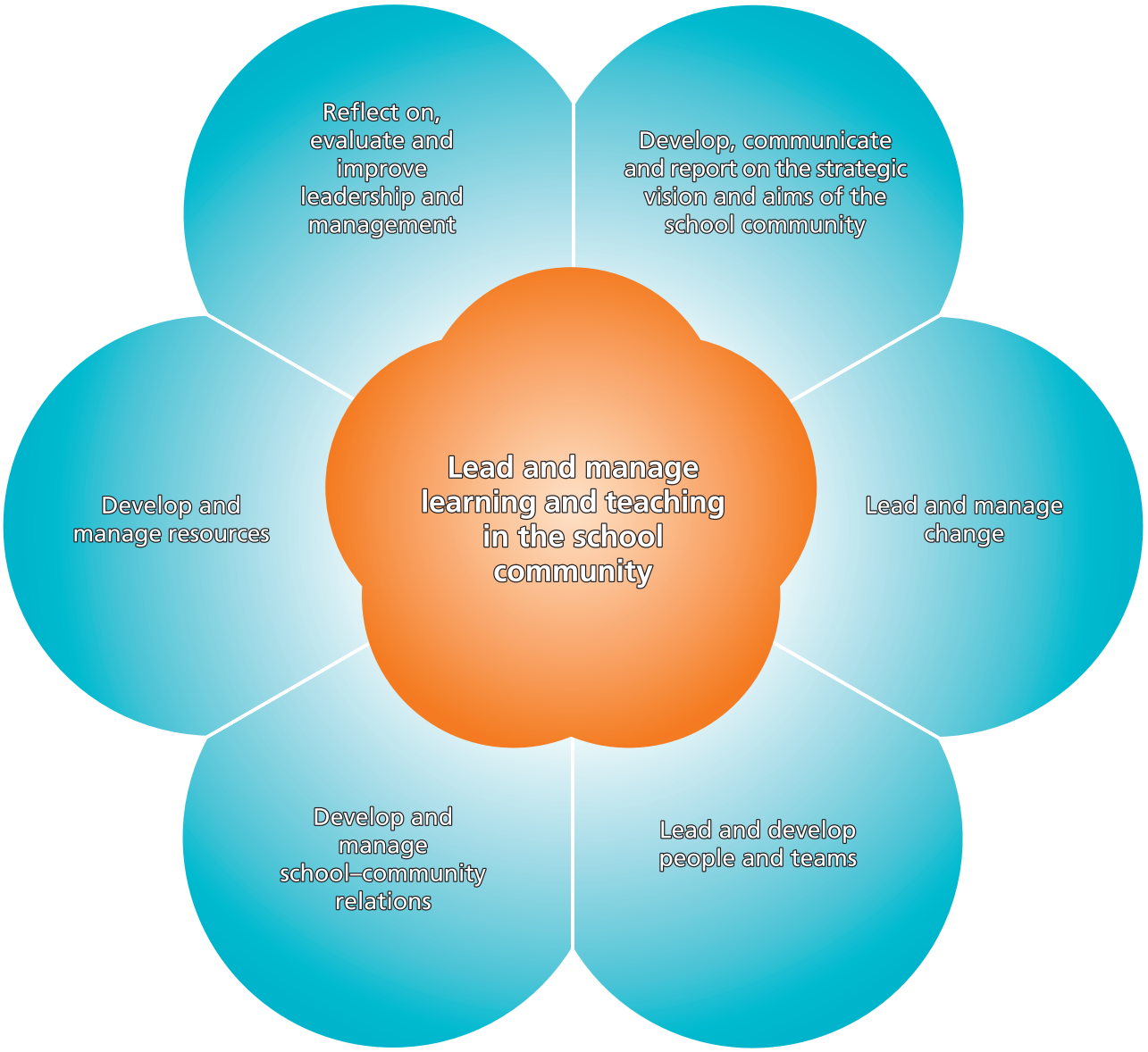
The Professional Standards for School Leaders comprise seven career-long standards that address the key requirements of school leaders working in Independent Schools.

School leaders fall into two broad categories:

- senior managers of Independent Schools, including School Operators/Principals and Vice Principals
- middle managers, including all other staff with positions of responsibility.

As illustrated in the following diagram, the core standard focuses on the school leader's role in leading and managing learning and teaching within the school community.

Diagram 2: Professional Standards for School Leaders



Six standards that focus on other aspects of leadership and management support this core standard. They focus on the school leader's capacity to:

- develop and communicate the strategic vision and aims of the school
- lead and manage change
- lead and develop people and teams
- develop and manage school–community relations
- develop and manage resources
- reflect on, evaluate and improve leadership and management performance.

The standards are underpinned and informed by the school leader's capacity to:

- apply knowledge and understanding of contemporary developments in teaching and learning, education, schools and society
- apply personal qualities and interpersonal skills, including the capacity to analyse self, motivate others, make sound judgements, be decisive, communicate effectively, apply political insight and be entrepreneurial.

These standards represent the skills and knowledge required by school leaders to lead and manage learning in the school community. While each standard describes in detail an important aspect of practice, school leaders perform their work in a very integrated fashion. Overlaps among the standards are purposeful and reflect the interrelated nature of the standards and the complexity of the work that school leaders perform.

Evidence Guides

As with the Professional Standards for Teachers, each standard includes an Evidence Guide that identifies the performance expected of middle and senior managers in Independent Schools. The Evidence Guides also indicate the type of evidence that school leaders may present to show that they have met the requirements of each standard.

Using the standards – from reflection to action

The Professional Standards for Teachers and School Leaders provide a platform for educators to reflect on their professional practice and to:

- identify their professional strengths and aspects requiring development
- generate personal learning and development goals
- develop personal, group and/or organisational professional development plans.

In establishing these plans, teachers and school leaders, individually or in teams, may choose to reflect on an entire standard, a component of a standard or a group of standards, depending on their needs and those of the school. They may also revisit individual standards as their professional circumstances change. For example, an experienced teacher returning to teaching after working in another industry may focus on the standard covering assessment and reporting to ensure familiarity with assessment and reporting practices in Independent Schools.

In using the standards to examine and reflect on their practice, teachers and school leaders should consider questions such as:

- In what context do I apply the standard?
- What are the requirements of the standard?
- Do I meet the requirements of the standard?
- What evidence can I present to show that I meet the requirements of the standard?
- Are there any aspects of my professional practice in relation to the standard that require further development?
- What can I do to improve my professional practice?
- How will I know that I have strengthened my practice?

For example, teachers wishing to review their use of ICT may refer to the standard Apply ICT in managing student learning. This may lead them to ask questions such as:

- How do I determine student learning needs in relation to the use of ICT?
- Do I select or adapt ICT resources to meet the learning needs and styles of individual students?
- How can the learning experiences I design make better use of ICT resources?
- What criteria do I use to evaluate ICT resources?
- How could I use ICT tools to manage the information I collect on student learning?
- How can I further develop my practice in the integration of ICT?
- How do I know that the action I am taking in relation to the use of ICT is strengthening my practice?

Principals and other senior managers wanting to assess their needs in relation to staff management may refer to the standard Lead and develop people and teams. This may lead them to ask questions such as:

- Do I promote ambition among teachers and students in my school?
- Do I demonstrate a clear commitment to collegiality?
- What strategies can I use to develop, empower and support effective teams and individuals?
- How can I build school capacity by developing leadership in others?
- How can I engage with the school community and beyond to assist in building a learning community that supports student achievement and attainment?
- Are my people management practices consistent with school and Supreme Education Council policies on employment of teaching and non-teaching staff?

Reflecting on these questions assists teachers and school leaders to identify their strengths and areas for professional growth. It also provides them with a basis for formulating plans for strengthening particular aspects of their professional practice. This may involve:

- consulting colleagues
- observing the professional practice of other teachers and school leaders
- professional reading
- seeking mentor support
- self-directed study
- professional exchange
- undertaking a training program.

Teachers and school leaders may use different strategies and techniques to monitor and document their progress against the standards and their learning plans. These include:

- maintaining a reflective journal
- annotating a learning and development plan
- debriefing with a critical friend or mentor
- participating in an action learning group.

Format of the standards

The standards are presented in a common format. Each standard comprises the elements shown below.

The **standard title** is a short, action-oriented statement that describes the key area of professional practice for teachers and leaders.

The **standard descriptor** is a brief description of the aspect of professional practice covered by the standard.

Statements describe in outcome terms the key components of professional practice covered by the standard. Statements are focused on performance and can be demonstrated.

The **indicators** are not a checklist. They identify the actions a teacher or leader would normally take to perform the aspect of professional practice detailed in the relevant statement. This is an example of a statement and some of the associated indicators.

This section identifies the **required skills, knowledge, understandings and dispositions** that underpin the aspect of professional practice described in the standard. It also indicates broad areas of learning and development that teachers and school leaders might consider to strengthen this aspect of their practice.

The **Evidence Guide** identifies the performance expected of teachers and school leaders at each stage of career development. It also includes a list of the types of evidence that teachers and school leaders may present to show that they have achieved the required level of performance.

1. Structure innovative and flexible learning experiences for individuals and groups of students

This standard covers the requirements for establishing learning goals, and developing flexible and innovative learning experiences that align with these goals and the individual learning needs, preferences and styles of students.

Statements	Indicators
1.1 Identify learning goals that reflect curriculum documents and school policies.	• Learning goals and assessment criteria that reflect Curriculum Standards and school-developed curricula are developed. • Learning goals, forms of assessment and assessment criteria are identified and documented in line with school policies. • Learning goals, forms of assessment and assessment criteria are communicated to students and families.
1.2 Incorporate information on students in the design of learning experiences.	• Information on the background, prior learning, learning needs, preferences and styles, and special learning requirements of students is collected from a range of sources. • Information on the learning needs of individuals and groups of students is analysed and used in the design and selection of flexible and innovative learning experiences. • Information from assessment data is used in the design of flexible and innovative learning experiences.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify student learning needs, including the special learning requirements of students with intellectual and physical disabilities and gifted students.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- assessment criteria development
- child and adolescent development theories.

Required dispositions

This aspect of professional practice requires a commitment to:

- believing that all children and adolescents can learn at high levels and achieve success
- believing that children and adolescents learn in different ways and bring particular talents and strengths to learning.

Evidence guide

Entry level teachers

Entry level teachers are able to organise and implement learning experiences for individuals and groups of students using knowledge of Curriculum Standards and school-developed curricula. This may be evidenced through:

- identifying learning goals in Curriculum Standards and school-developed curricula

National Professional Standards for Teachers – overview

1. Structure innovative and flexible learning experiences for individuals and groups of students

1.1 Identify learning goals that reflect curriculum documents and school policies.

1.2 Incorporate information on students in the design of learning experiences.

1.3 Plan for students with special learning requirements in the design of learning experiences.

1.4 Select innovative and flexible teaching and learning strategies to maximise student learning.

1.5 Implement flexible and innovative learning experiences.

1.6 Review and evaluate learning experiences.

2. Use teaching strategies and resources to engage students in effective learning

2.1 Use a variety of teaching and learning strategies to engage students in effective learning.

2.2 Use a range of teaching resources to engage students in effective learning.

2.3 Evaluate the effectiveness of teaching and learning strategies and resources.

3. Foster language, literacy and numeracy development

3.1 Critically review personal Arabic and English language, literacy and numeracy skills.

3.2 Determine students' language, literacy and numeracy skills to inform the planning and implementation of learning experiences.

3.3 Integrate language and literacy development across all teaching/subject areas.

3.4 Integrate numeracy development across all teaching/subject areas.

3.5 Monitor and evaluate students' language, literacy and numeracy development.

4. Create safe, supportive and challenging learning environments

4.1 Create safe and supportive learning environments.

4.2 Provide learning environments in which students have responsibility for their own learning.

4.3 Provide learning experiences in which students engage in purposeful and intellectually challenging learning experiences.

4.4 Provide learning experiences in which students use higher-order and critical thinking skills.

4.5 Provide learning environments in which students learn to take responsibility for their own behaviour.

5. Construct learning experiences that connect with the world beyond school

5.1 Devise learning experiences that build on students' prior knowledge, life experiences and interests.

5.2 Engage students in learning experiences that integrate ideas, concepts and information across teaching/subject areas.

5.3 Provide learning experiences that establish connections with the world beyond the classroom.

5.4 Develop learning experiences that involve students in examining study, work and leisure in the future.

5.5 Design learning experiences that foster personal initiative and enterprise.

6. Apply ICT in managing student learning

6.1 Determine students' ICT learning needs.

6.2 Select appropriate ICT-based learning strategies and resources.

6.3 Create learning experiences that actively use ICT to organise, research, interpret, analyse, communicate and represent knowledge.

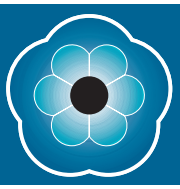
6.4 Use ICT in the assessment of student learning.

6.5 Evaluate ICT-based teaching, learning and assessment approaches.

6.6 Use ICT to access and manage information on student learning.

7. Assess and report on student learning	8. Apply knowledge of students and how they learn to support student learning and development
7.1 Establish learning goals and assessment requirements. 7.2 Plan assessment. 7.3 Conduct assessment. 7.4 Provide feedback on assessment outcomes. 7.5 Review assessment.	8.1 Use information on students to support learning. 8.2 Support students in developing personal identity, self-esteem and a positive self-image. 8.3 Assist students to develop empathy with others. 8.4 Engage students in assessing and planning their personal futures. 8.5 Provide care and support for students.
9. Apply teaching/subject area knowledge to support student learning	**10. Work as a member of professional teams**
9.1 Acquire and maintain teaching/subject area knowledge. 9.2 Apply knowledge of curriculum documents and support materials to enhance student learning. 9.3 Apply teaching/subject area knowledge to enhance student learning.	10.1 Meet personal work-related goals and priorities. 10.2 Contribute to professional teams. 10.3 Work with others to maximise student learning. 10.4 Contribute to improving the performance of professional teams.
11. Build partnerships with families and the community	**12. Reflect on, evaluate and improve professional practice**
11.1 Build relationships with families and the broader community to enhance student learning. 11.2 Establish learning environments that acknowledge students' families and communities. 11.3 Promote school and Supreme Education Council education reforms.	12.1 Reflect critically on professional practice. 12.2 Engage in personal and collegial professional development. 12.3 Contribute to learning communities and other professional networks. 12.4 Participate in school governance. 12.5 Meet ethical, accountability and professional requirements.

1. Structure innovative and flexible learning experiences for individuals and groups of students



This standard covers the requirements for establishing learning goals, and developing flexible and innovative learning experiences that align with these goals and the individual learning needs, preferences and styles of students.

Statements	Indicators
1.1 Identify learning goals that reflect curriculum documents and school policies.	• Learning goals and assessment criteria that reflect Curriculum Standards and school-developed curricula are developed. • Learning goals, forms of assessment and assessment criteria are identified and documented in line with school policies. • Learning goals, forms of assessment and assessment criteria are communicated to students and families.
1.2 Incorporate information on students in the design of learning experiences.	• Information on the background, prior learning, learning needs, preferences and styles, and special learning requirements of students is collected from a range of sources. • Information on the learning needs of individuals and groups of students is analysed and used in the design and selection of flexible and innovative learning experiences. • Information from assessment data is used in the design of flexible and innovative learning experiences.
1.3 Plan for students with special learning requirements in the design of learning experiences.	• Information on students with special learning requirements is collected and analysed to identify each student's learning needs. • Activities and resources are developed and/or customised to ensure that each student with special requirements can access the full range of learning experiences. • Strategies to involve families and key school-based personnel in collaborative processes to meet each student's learning needs are implemented. • Appropriate personnel and services are utilised to support each student with special learning requirements. • Student progress is monitored and teaching and learning strategies are adapted to support each student with special learning requirements.
1.4 Select innovative and flexible teaching and learning strategies to maximise student learning.	• Alternative ways of structuring teaching strategies and learning experiences that meet the requirements of Curriculum Standards are identified. • Learning experiences and teaching strategies that best meet the prior learning, interests, learning needs, learning styles and special learning requirements of students are selected.
1.5 Implement flexible and innovative learning experiences.	• Learning experiences are planned and organised to facilitate self-initiated, independent and collaborative learning. • Learning experiences are designed to incorporate a variety of individual and group learning, teaching and assessment strategies. • Learning resources are identified, evaluated and selected in line with learning goals, students' requirements, the learning environment, available expertise, and budget and time constraints. • Learning experiences are implemented in line with Supreme Education Council and school policies and procedures, taking into account teachers' legal responsibilities and duty of care obligations. • A range of individual and group management strategies is implemented to achieve learning goals, ensure all students actively participate in learning experiences and manage inappropriate behaviour. • Support staff and other contributors to student learning are involved in planning, implementing and reviewing learning experiences. • Support and instruction are based on each student's confidence and familiarity with ideas, concepts and problems being investigated. • Documentation is accurately completed and maintained.

Statements	Indicators
1.6 Review and evaluate learning experiences.	• Valid and reliable information on student progress is obtained from a range of sources, analysed and used to evaluate learning experiences. • Feedback from students, families, support staff and other contributors is used to evaluate learning experiences. • Evaluation data is shared with colleagues and used to improve teaching and learning strategies, assessment practices and learning resources. • Routines and strategies to monitor individual student needs, teaching approaches, effectiveness of classroom communication, student participation rates, time-on-task, and completion and success rates are implemented and ongoing.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify student learning needs, including the special learning requirements of students with intellectual and physical disabilities and gifted students
- decision-making and problem-solving skills to interpret and apply Curriculum Standards and school-developed curricula in the design of relevant, flexible and innovative learning experiences for all students
- ICT skills required to access online information on Curriculum Standards, Supreme Education Council policies, and school policies and procedures
- interpersonal skills to communicate key concepts, ideas and understandings in Curriculum Standards and school-developed curricula to students, parents and community members from diverse backgrounds
- research skills to identify, locate and evaluate teaching materials used to support the implementation of learning experiences based on Curriculum Standards and school-developed curricula.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- assessment criteria development
- child and adolescent development theories
- Curriculum Standards and school-developed curricula
- independent and collaborative learning principles and techniques
- learning styles of students
- outcomes approach to education
- phases of learning reflected in elementary, preparatory, secondary and model schools
- policies and curriculum planning documents and programs developed and selected by the school
- policies and documents developed by the Supreme Education Council, the Education Institute and the Evaluation Institute
- principles of collaborative learning and group dynamics, including cultural, gender and peer group implications, and theories on how students learn
- purpose and use of assessment data in identifying students' talents and abilities and diagnosing students' needs, learning difficulties and learning disabilities
- special learning requirements of students
- teaching/subject area knowledge.

Required dispositions

This aspect of professional practice requires a commitment to:

- believing that all children and adolescents can learn at high levels and achieve success
- believing that children and adolescents learn in different ways and bring particular talents and strengths to learning
- believing that children with special learning requirements can learn in different ways and achieve success
- helping all students develop self-esteem, self-confidence and academic competence
- supporting independent and collaborative learning
- using student data to plan and review learning experiences.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to organise and implement learning experiences for individuals and groups of students using knowledge of Curriculum Standards and school-developed curricula. This may be evidenced through:

- identifying learning goals in Curriculum Standards and school-developed curricula
- collecting and incorporating basic information on students in the design of learning experiences
- collecting and incorporating basic information on students with special requirements in the design of learning experiences
- identifying teaching and learning strategies that comply with Curriculum Standards, school-developed curricula and student needs
- planning, organising and implementing learning experiences for individuals and groups of students
- reviewing learning experiences based on feedback from students.

Examples of evidence (not to be read as a comprehensive list):

- *A sequence of 6-8 lesson plans used with a specific group of learners that clearly indicate the goals for the lessons, the content of the lessons, the teaching and learning strategies used and the relationship with the relevant Curriculum Standards*
- *a statement prepared by the teacher that outlines the reasons why a particular learning resource, such as a text book, simulation, computer software or educational game, was selected for use with a specific group of learners*
- *a feedback sheet designed by the teacher to gather student feedback on a specific learning activity*
- *personal reflections in the teacher's professional journal or diary on how effectively that teacher uses different strategies to monitor individual learning needs.*

Proficient teachers

Proficient teachers are able to design and implement contextually relevant learning experiences for individuals and groups of students that are based on Curriculum Standards and school-developed curricula and incorporate information on the background, prior learning, learning needs, preferences and styles, and special learning requirements of students.

This may be evidenced through:

- interpreting the requirements of Curriculum Standards and school-developed curricula to identify appropriate learning goals for individuals and groups of students
- gathering information on the background, prior learning, learning needs, preferences and styles, and special learning requirements of students and incorporating this in the design of learning experiences
- selecting teaching strategies and learning experiences that are consistent with the requirements of students, Curriculum Standards and school-developed curricula
- planning, organising and implementing learning experiences to facilitate self-initiated, independent and collaborative learning
- reviewing and evaluating learning experiences using feedback from students, families, support staff and other contributors.

Examples of evidence (not to be read as a comprehensive list):

- *tool or instrument for gathering the background, prior learning, learning needs, preferences and styles, and special learning requirements of students*
- *a statement prepared by the teacher that provides an analysis and plan for addressing the learning needs of an individual or small group of students in a particular class*
- *a statement of the reasons for selecting particular teaching strategies*
- *a sequence of lesson plans that addresses the requirements of students with special learning needs which is consistent with the relevant Curriculum Standards and school-developed curricula*
- *a video-recording of learning experience that illustrates a teaching activity that the teacher has selected to address the learning needs of and individual or small group of students*

- *a statement of how the teacher modified a teaching activity to address the learning requirements of an individual or small group of students*
- *an analysis of feedback from students, families, support staff and others on a specific learning experience, that includes a copy of the tool or instrument used for gathering feedback, comment on the feedback and an outline or actions taken as a result of the feedback obtained.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a written plan for mentoring a colleague on how to identifying special requirements of students and use this information in the design of learning experiences that are consistent with Curriculum Standards and school-developed curricula*
- *a video-recording and accompanying written evidence of the classroom use of a customised teaching activity that addresses the learning needs of a diverse group of students and employs a range of individual and group management strategies*
- *a statement that provides an evaluation of at least two different tool s or approaches that the teacher has used in gathering and evaluating feedback from families, support staff and others on learning experiences*
- *a statement that analyses the outcomes of a planned learning experience and describes how this data was used to improve teaching and learning strategies, assessment practices and learning resources*
- *a critical personal reflection in a professional journal or diary on the effectiveness of the teacher's approach to mentoring colleagues*
- *a personal reflection on the teacher's professional development needs in relation to designing flexible and innovative learning experiences.*

2. Use teaching strategies and resources to engage students in effective learning

This standard covers the requirements for developing, customising, using and evaluating a variety of teaching and learning strategies and resources to engage students in effective learning.

Statements	Indicators
2.1 Use a variety of teaching and learning strategies to engage students in effective learning.	• Teaching and learning strategies are created or selected that reflect the requirements of Curriculum Standards, school-developed curricula and the needs, developmental progress and prior learning of students. • A range of teaching and learning strategies is used to create learning experiences that make subjects meaningful for students, address a variety of learning styles, encourage students to pursue interests and help students connect learning to personal goals. • Effective learning experiences are planned and organised that provide opportunities for students to explore ideas and develop knowledge and skills through cooperative and group activities. • Effective learning experiences are planned and organised that provide opportunities for students to explore ideas and develop knowledge and skills through independent inquiry. • Questioning techniques are used to engage students in lively, meaningful and sustained discussion on key subjects and ideas. • A range of student group structures and forms of classroom organisation is used to engage students and address learning goals. • Multidisciplinary teaching and learning strategies are created and used that allow students to integrate knowledge, skills and methods of inquiry from different teaching/subject areas.
2.2 Use a range of teaching resources to engage students in effective learning.	• Teaching resources are created or selected that reflect the requirements of Curriculum Standards, school-developed curricula and the needs, developmental progress, language skills and prior learning of students. • Teaching resources are customised to suit the learning context and students' learning styles. • Teaching resources are organised and arranged within a safe and accessible learning environment. • A range of appropriate teaching resources is used to engage students, support their learning and make content meaningful.
2.3 Evaluate the effectiveness of teaching and learning strategies and resources.	• Teaching and learning strategies and resources are evaluated and, where necessary, modified for future use. • Personal skills in the use of specific teaching and learning strategies and the selection and use of resources are evaluated and, where necessary, strategies are adopted for improving this aspect of professional practice.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to select teaching and learning strategies and resources that reflect the requirements of Curriculum Standards, school-developed curricula and the needs, progress and prior learning of students
- decision-making and problem-solving skills to customise teaching and learning strategies and resources to meet the requirements of particular learning contexts and students
- facilitation skills to engage diverse groups of students in a range of individualised and group learning strategies
- ICT skills to access online information on trends and developments in teaching and learning strategies and resources

- interpersonal and communication skills to use questioning techniques to engage students in lively, meaningful and sustained discussion structured around key subjects and ideas
- research skills needed to identify, locate and evaluate information on teaching and learning strategies and resources
- self-reflection skills to evaluate personal use of specific teaching and learning strategies and resources and, where necessary, adopt new strategies for improving these aspects of professional practice.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- cooperative and group teaching and learning strategies
- Curriculum Standards and school-developed curricula
- customisation of teaching and learning strategies and resources to meet the needs of specific students and learning contexts
- evaluation of teaching and learning strategies and resources
- group techniques, including different ways of structuring groups and group activities
- individualised and self-directed teaching and learning strategies
- learning styles of students
- multidisciplinary teaching and learning strategies
- outcomes approach to education
- policies and documents developed by the Supreme Education Council and the Education Institute
- policies and planning documents and programs developed by the school on the selection, use and evaluation of teaching and learning strategies and resources
- questioning techniques
- sources of teaching and learning resources
- support services and learning resources provided by professionals and paraprofessionals
- the range of teaching and learning strategies and resources that can be used for different purposes in a variety of contexts
- types of teaching and learning resources – print, audiovisual and ICT.

Required dispositions

This aspect of professional practice requires a commitment to:

- acknowledging that teaching and learning strategies and resources need to be selected and customised to suit particular students and learning environments
- recognising that students learn in different ways
- recognising that subject matter must be meaningful and accessible for all students
- selecting teaching and learning strategies and resources that facilitate the development of students' critical thinking, independent problem-solving and performance capabilities.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to demonstrate knowledge and use of a range of appropriate and engaging teaching and learning strategies and resources to support student learning. This may be evidenced through:

- identifying teaching and learning strategies that may be used in implementing learning experiences based on Curriculum Standards
- identifying teaching and learning resources that may be used in implementing learning experiences based on Curriculum Standards
- identifying sources of teaching resources
- using different individual and group learning strategies in classes
- using different print, multimedia, online and electronic teaching resources in classes
- using student feedback to evaluate teaching and learning strategies and resources
- reflecting on personal skills in the use of specific teaching and learning strategies and resources and, where necessary, seeking assistance for improving this aspect of professional practice.

Examples of evidence (not to be read as a comprehensive list):

- *a statement that lists and evaluates the different sources of teaching resources that the teacher used in planning a specific lesson based on the Curriculum Standards*
- *a sequence of 2-4 lesson plans that details how the teacher planned to use a specific print, multimedia, online or electronic teaching resources with a particular group of learners*
- *an example of teaching resource devised by the teacher including a short written statement that outlines the purpose of the resource and how it relates to the relevant Curriculum Standard*
- *a copy of an evaluation form devised by the teacher for gathering student feedback on a particular teaching and learning strategy or resource*
- *a statement that describes student feedback on a particular teaching and learning strategy or resource*
- *a personal reflection in the teacher's professional journal or diary which evaluates the teacher's use of a particular teaching and learning strategy or resource.*

Proficient teachers

Proficient teachers are able to select, develop and use a variety of appropriate teaching and learning strategies and resources that engage students and support their learning. This may be evidenced through:

- customising and/or developing teaching and learning strategies that may be used in implementing learning experiences based on Curriculum Standards
- selecting the most appropriate teaching and learning strategies and resources to support a sequence of learning
- using a variety of teaching and learning strategies and resources, including appropriate ICT, in a sequence of learning to engage students, support their learning and make content meaningful
- using a variety of teaching and learning strategies and resources that make subjects meaningful for students, address a range of learning styles, encourage students to pursue interests and help students connect learning to personal goals
- developing and applying explicit criteria for evaluating teaching and learning strategies and resources and, where necessary, modifying these for future use
- reflecting on their personal skills in the design, customisation, selection and use of teaching and learning strategies and resources and, where necessary, implementing strategies for improving this aspect of professional practice.

Examples of evidence (not to be read as a comprehensive list):

- *an example of how the teacher customised and/or developed a teaching and learning strategy in order to implement a learning experiences for a specific group of learners based on the Curriculum Standards*

- *a statement that outlines the reasons why the teacher chose a particular teaching and learning strategy and set of resources for use with an individual, small group or class of learners*
- *a series of video-recordings that show the teacher using a variety of teaching and learning strategies and resources including appropriate ICT, in a sequence of learning to engage students, support their learning and make content meaningful*
- *using a variety of teaching and learning strategies and resources that make subjects meaningful for students, address a range of learning styles, encourage students to pursue interests and help students connect learning to personal goals*
- *a statement prepared by the teacher which outlines the explicit criteria used for evaluating teaching and learning strategies and resources and how these have been applied in the evaluation of a specific resource or strategy*
- *a personal reflection on the teacher's personal skills in the design, customisation, selection and use of teaching and learning strategies and resources and, where necessary, an outline of the approach that the teacher will use for improving this aspect of the professional practice.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a written plan for mentoring a colleague on the use and selection of teaching resources or strategies including a set of criteria for evaluating the success of the mentoring strategy*
- *a video-recording and accompanying written evaluation of the teacher's classroom use of a particular teaching and learning strategy or resource*
- *a written proposal for the acquisition of particular teaching and learning resources*
- *a plan for professional development activity prepared by the teacher for other staff on the use of a particular teaching and learning strategy or resource*
- *a statement prepared for school or colleagues outlining explicit criteria for evaluating teaching and learning resources*
- *a critical self evaluation of the teacher's competence and professional development needs in relation to identifying, developing, acquiring and allocating teaching resources to maximise student learning.*

3. Foster language, literacy and numeracy development

This standard covers the requirements for reviewing personal language, literacy and numeracy skills and facilitating the development of students' language, literacy and numeracy skills through a broad range of teaching and learning activities across all teaching/subject areas.

Statements	Indicators
3.1 Critically review personal Arabic and English language, literacy and numeracy skills.	• Personal Arabic and English language, literacy and numeracy skills are evaluated and, where necessary, strategies are adopted for improving this aspect of professional practice. • Personal skills for teaching in English (when English is the teacher's second language) are evaluated and, where necessary, strategies are adopted for improving this aspect of professional practice.
3.2 Determine students' language, literacy and numeracy skills to inform the planning and implementation of learning experiences.	• Curriculum Standards and school-developed curricula are read, interpreted and considered in assessing the language, literacy and numeracy requirements of particular teaching/subject areas. • Students' backgrounds, characteristics and learning styles are considered in assessing their language, literacy and numeracy skills. • Strategies are used for assessing students' language, literacy and numeracy skills that are non-discriminatory and incorporate a range of assessment methods. • Outcomes of assessment processes are documented and explained to students, families, colleagues and specialist personnel. • Learning plans are developed for students at risk of not achieving the required progress in language, literacy and numeracy development.
3.3 Integrate language and literacy development across all teaching/ subject areas.	• Learning goals and plans articulate the language and literacy skills required in the relevant teaching/subject area. • Language and literacy knowledge and skills required in the relevant teaching/subject area are identified and discussed with students. • Teaching and learning strategies and resources are selected that consolidate and build on students' prior knowledge and experiences, support learning and assist language and literacy development. • Teaching and learning strategies and resources are selected that reflect an understanding of: – the developmental stages of word knowledge, listening and speaking, and reading and writing – the role of language and literacy in students' educational and social development – the ways that different communication methods influence language choice and literacy practices. • Learning experiences include explicit teaching of the language and literacy skills necessary for achieving identified learning outcomes. • Students' language and literacy use is connected to teaching/subject area knowledge through a range of word knowledge, listening and speaking, and reading and writing activities. • Learning experiences are planned and implemented that engage students in developing knowledge and skills in language and literacy for a range of meaningful purposes. • Learning experiences examine how language is used to construct knowledge through the use of strategies such as modelling, discussions and guided practice. • Learning experiences explicitly take account of the language demands of texts through the joint construction of spoken and written texts. • Learning experiences foster and promote students' first and second languages and reflect an awareness of how different cultural knowledge and values influence language use and literacy practices.

Statements	Indicators
3.4 Integrate numeracy development across all teaching/subject areas.	• Learning goals and plans articulate the numeracy skills required in the relevant teaching/subject area. • Numeracy knowledge and skills required in the relevant teaching/subject area are identified and discussed with students. • Learning experiences include explicit teaching of the numeracy skills necessary for achieving identified learning outcomes. • Teaching and learning strategies and resources are selected that support the teaching and learning as well as numeracy development. • Teaching and learning strategies and resources are selected that reflect an understanding of: – mathematical applications and problem solving – the role of numeracy in students' educational and social development – the range of learning contexts for the development of numeracy. • Learning strategies build on and consolidate students' prior knowledge and experiences and explicitly link the development of numeracy skills across teaching/subject areas. • Learning experiences provide students with opportunities to develop numeracy in the relevant teaching/subject area through a range of activities and in different contexts.
3.5 Monitor and evaluate students' language, literacy and numeracy development.	• Strategies, including self-assessment, peer assessment and teacher assessment, are implemented to regularly monitor the development of students' language, literacy and numeracy skills and make adjustments to teaching and learning strategies. • Information on students' language, literacy and numeracy development is analysed and incorporated in reviews of teaching, learning and assessment strategies and resources.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to monitor and evaluate students' language, literacy and numeracy development
- decision-making and problem-solving skills to identify and source appropriate support for students at risk of not achieving the required progress in language, literacy and numeracy development
- facilitation skills to engage diverse groups of students in learning activities that foster language, literacy and numeracy development
- ICT skills to access online information on trends and developments in fostering student language, literacy and numeracy development across the curriculum
- interpersonal skills to communicate key ideas and engage students and families in discussion on matters associated with students' language, literacy and numeracy development
- mentoring, coaching and counselling skills to provide students with feedback and support on their language, literacy and numeracy needs
- research skills needed to identify, locate and evaluate information on key concepts, ideas and understandings on students' language, literacy and numeracy development
- self-reflection skills to evaluate own language, literacy and numeracy skills and, where necessary, adopt new strategies for improving these aspects of professional practice.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- assessment tasks that make explicit links to literacy and numeracy outcomes
- Curriculum Standards and school-developed curricula
- diagnostic assessment as a type of formative assessment used for determining the nature of student learning problems
- factors that can cause word knowledge, listening and speaking, reading, writing, numerical concepts and problem solving to be difficult for some students
- language and the way that it functions, in particular a detailed knowledge of the way language is used in specific contexts
- language, literacy and numeracy demands of different teaching/subject areas
- language, literacy and numeracy development of children and adolescents

- learning experiences that make explicit the way language constructs the knowledge of teaching/subject areas
- learning needs of students when learning a second language
- methods of identifying students' language, literacy and numeracy needs
- multiliteracies and forms of language
- National e-Education policy
- outcomes approach to education
- policies and documents developed by the Supreme Education Council, the Education Institute and the Office of Independent Schools on language, literacy and numeracy
- policies, planning documents and programs developed by the school on language, literacy and numeracy
- programs and units of work that teach students the language, literacy and numeracy knowledge and skills needed to achieve learning outcomes across teaching/subject areas
- strategies for teaching English as a second language
- strategies that support effective language, literacy and numeracy learning
- strategies to assist students to understand and apply numeracy concepts
- strategies to help students to develop knowledge of and control over literacy and numeracy skills
- support services and learning resources provided by professionals and paraprofessionals
- the range of literacy strategies that can be used for different purposes in a variety of contexts.

Required dispositions

This aspect of professional practice requires commitment to:

- appreciating the value of using language in different communicative situations to serve various social functions
- believing that all students can develop the language, literacy and numeracy skills required for effective participation in society
- recognising that language, literacy and numeracy development is an ongoing process
- valuing the degree of formality in language and the notions of politeness and power relations
- viewing language, literacy and numeracy development as the responsibility of all teachers.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to demonstrate knowledge and use of a range of language, literacy and numeracy strategies to meet the needs of students. This may be evidenced through:

- identifying personal language, literacy and numeracy skills
- assessing students' language, literacy and numeracy skills
- applying teaching and learning strategies that address the language, literacy and numeracy skills required in the relevant teaching/subject area
- monitoring the development of students' language, literacy and numeracy skills.

Examples of evidence (not to be read as a comprehensive list):

- *a sequence of 4-6 lesson plans that illustrate the teacher's approach to explicitly teaching specific language, literacy or numeracy skills*
- *a sample of an assessment tool used by the teacher to assess the language, literacy or numeracy skills of students*
- *an outline of a teaching activity that the teacher has used and that promotes students' language, literacy and numeracy skills*
- *a personal reflection in the teacher's professional journal or diary on the effectiveness of a strategy used to either explicitly teach or assess students' language, literacy or numeracy skills.*

Proficient teachers

Proficient teachers are able to apply a range of language, literacy and numeracy strategies to meet the needs of all students. This may be evidenced through:

- *evaluating personal language, literacy and numeracy skills*
- *evaluating personal skills for teaching in English (when English is a second language)*
- *determining students' language, literacy and numeracy skills to inform the planning and implementation of learning experiences*
- *selecting teaching and learning strategies and resources that support learning in the relevant teaching/subject area and in students' language, literacy and numeracy development*
- *applying a range of teaching and learning strategies and resources that address the language, literacy and numeracy requirements of students, Curriculum Standards and school-developed curricula*
- *incorporating information on students' language, literacy and numeracy development in the review of teaching, learning and assessment strategies and resources.*

Examples of evidence (not to be read as a comprehensive list):

- *a customised teaching and learning resource devised by the teacher that address students' language, literacy and numeracy needs*
- *a statement of reasons for selecting specific teaching resources designed to enhance students' language, literacy or numeracy skills*
- *a sequence of lesson plans showing use of teaching and learning strategies that address students' language, literacy and numeracy needs*
- *details of professional development activity attended by the teacher on students' language, literacy or numeracy needs and a statement outlining how the outcomes of the activity were incorporated into the teacher's approach to promoting language, literacy or numeracy*
- *a statement of the criteria used by the teacher for selecting resources that address students' language, literacy and numeracy needs*
- *an analysis of the language, literacy and numeracy requirements of particular teaching/subject areas as outlined in the relevant Curriculum Standards or school developed curricula*
- *a personal reflection in the teacher's professional journal or diary on the effectiveness and ways of improving his or her approach to the assessment of students' language, literacy or numeracy skills.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *written plan for mentoring colleagues on the use of teaching and learning strategies that address students' language, literacy and numeracy needs*
- *video-recording of classroom use of teaching strategies and resources to address the language, literacy and numeracy needs of students and the relevant Curriculum Standards and school-developed curricula*
- *assessment methods and tools for evaluating students' language, literacy and numeracy needs*
- *details of professional development activity conducted for staff on strategies for addressing students' language, literacy and numeracy skills*
- *statement prepared for school or colleagues outlining the language, literacy and numeracy knowledge and skills required in the relevant teaching/subject area*
- *personal reflections on mentoring colleagues on the integration of language, literacy and numeracy development across different teaching/subject areas*
- *personal reflection on professional development needs in relation to monitoring and evaluating students' language, literacy and numeracy development and using this information to design and/or adjust teaching and learning strategies.*

4. Create safe, supportive and challenging learning environments

This standard covers the requirement for establishing learning environments that engage all students in purposeful and intellectually challenging learning experiences, encourage constructive interactions among teachers and students, and enable students to manage their own learning and behaviour.

Statements	Indicators
4.1 Create safe and supportive learning environments.	• Learning experiences that foster positive attitudes to learning and student achievement are planned and implemented. • Constructive relationships, based on mutual trust and respect, are established with students. • Communications and interactions with students are conducted in an open, inclusive, equitable and ethical way. • Strategies for promoting supportive and collaborative relationships between students are established.
4.2 Provide learning environments in which students have responsibility for their own learning.	• Opportunities and scaffolding are provided for students to recognise and work towards their individual learning goals. • Learning experiences are planned and implemented that encourage students to direct, manage, evaluate and edit their own work.
4.3 Provide learning experiences in which students engage in purposeful and intellectually challenging learning experiences.	• Topics, problems and issues selected for investigation are relevant to students, provide opportunities for examining significant ideas and concepts, and foster substantive discussion. • Teaching and learning strategies are planned and implemented that help students extend their understandings and examine the key ideas, concepts and theories underpinning the selected topic, problem or issue. • A learning environment is established in which ideas and opinions are valued, and students are encouraged to express ideas, ask questions and exchange points of view. • Opportunities are created for students to examine and discuss alternative viewpoints, form ideas, justify opinions and present these to different audiences using formal and informal communication means. • Teaching strategies are planned and implemented that involve students in logical disputation, exploring new ideas and examining different viewpoints, interpretations and meanings. • Opportunities are created for students to reflect on what they learn and apply their understandings to new topics, problems and issues.
4.4 Provide learning experiences in which students use higher-order and critical thinking skills.	• Topics, problems or issues that are relevant to students and provide opportunities for the use of higher-order thinking skills, intellectual risk taking and problem solving are selected for investigation. • Learning experiences are sequenced to promote sustained learning over time and emphasise connections between ideas. • Learning experiences are conducted in a supportive environment in which students' ideas, beliefs and opinions are valued and shared. • Teaching and learning strategies are planned and implemented that enable students to identify problems, collect and exchange information, manipulate data and objects, test ideas and opinions, form and justify conclusions, make predictions and solve problems. • Learning experiences are underpinned by a model of student inquiry that involves establishing what is known, refining and extending student knowledge and reflecting on the learning process. • Learning experiences that encourage imagination and creativity are planned and implemented. • Support and direction are provided in proportion to students' confidence and familiarity with ideas, concepts and problems being investigated.

Statements	Indicators
4.5 Provide learning environments in which students learn to take responsibility for their own behaviour.	• Supreme Education Council and school policies and procedures on behaviour management are known and followed. • Learning environments that assist students to interact and work collaboratively are established. • Strategies are implemented that assist students to monitor and review their own behaviour in a trusting and supportive environment. • Learning experiences are planned and implemented that assist students to develop effective communication skills and appropriate social and learning behaviours. • Strategies are implemented for providing students with regular feedback on appropriate behaviour management skills. • Support processes are implemented for students who require specific skills in developing and maintaining appropriate social and learning behaviours. • Personal skills in behaviour management are evaluated and, where necessary, strategies are adopted for improving this aspect of professional practice.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify, explain and apply key concepts, ideas and understandings in the relevant teaching/subject area
- decision-making and problem-solving skills to manage a range of student behaviours in both formal and informal learning environments
- facilitation skills to engage diverse groups of students in learning activities that are relevant to their lives and provide intellectual challenge
- ICT skills to access online information on trends and developments in creating safe, supportive and intellectually challenging learning environments
- interpersonal skills to communicate key ideas and engage students in discussion on significant ideas and concepts
- mentoring, coaching and counselling skills to provide students with regular feedback and reinforcement on their acquisition of behaviour management skills
- negotiation and conflict resolution skills required to support the creation of safe and supportive learning environments for all students
- research skills needed to identify, locate and evaluate information on key concepts, ideas and understandings in the relevant teaching/subject area, Curriculum Standards and support materials
- self-reflection skills to evaluate own practice in creating safe, supportive and intellectually challenging learning environments and, where necessary, adopt new strategies for improving these aspects of professional practice.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- behaviour management strategies and their appropriate use
- child and adolescent development theories relevant to appropriate phases of learning reflected in elementary, preparatory, secondary and model schools
- conflict resolution and negotiation techniques
- Curriculum Standards
- effective communication techniques to create quality relationships with and among students
- learning styles
- methods of identifying students' learning needs
- outcomes approach to education
- policies and documents developed by the Supreme Education Council and the school related to behaviour management and learning environments
- principles of effective teaching and learning
- principles of inclusive curriculum
- reflective processes
- safe, supportive and productive learning environments
- social and group dynamics
- support services and resources provided by professionals, paraprofessionals and other significant adults
- teaching and learning strategies
- the design, planning, implementation, documentation and review of learning experiences
- the selection and use of appropriate resources
- thinking skills — for example Multiple Intelligences, Bloom's Taxonomy and Edward de Bono's CoRT and Six Hats
- values analysis and clarification.

Required dispositions

This aspect of professional practice requires a commitment to:

- believing that all children and adolescents can learn at high levels and achieve success
- creating learning environments in which students take risks and are intellectually challenged
- creating supportive learning environments in which students' ideas, beliefs and opinions are shared and valued
- developing students' critical thinking, independent problem-solving and performance capabilities
- recognising the importance of peer relationships in creating a climate of learning
- taking responsibility for establishing a positive climate in the classroom and participating in maintaining such a climate in the school as a whole.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to establish supportive learning environments where students feel safe to risk full participation. This may be evidenced through:

- implementing learning experiences that foster positive attitudes to learning and student achievement
- interacting and communicating with students in an open, inclusive, equitable and ethical way
- selecting topics, problems and issues that are relevant to students and provide opportunities for examining significant ideas and concepts
- establishing learning environments that assist students to interact and work collaboratively
- using strategies for providing students with regular feedback and reinforcement on appropriate behaviour
- assessing personal skills in behaviour management and, where necessary, adopting strategies for improving this aspect of professional practice.

Examples of evidence (not to be read as a comprehensive list):

- *a sequence of 4-6 lesson plans which illustrate how the teacher investigates a significant topic that is relevant to students and provides opportunities for examining significant ideas and concepts*
- *an example of a classroom resource devised by the teacher that promotes collaborative learning amongst students*
- *a program outline that describes an extended sequence of work, up to one semester in length, that was planned and implemented by the teacher which illustrates the teacher's approach to the development of students' higher order and critical thinking skills*
- *an example of a cooperative teaching and learning strategy devised by the teacher which is consistent with the aims of the relevant Curriculum Standard or school based curricula*
- *a personal reflection in the teacher's professional journal or diary on the effectiveness of the teacher's approach to behaviour management.*

Proficient teachers

Proficient teachers are able to foster student participation in intellectually challenging classroom activities by establishing safe and supportive learning environments. This may be evidenced through:

- promoting supportive and collaborative relationships between students
- implementing learning experiences that encourage students to direct, manage and review their own learning
- establishing learning environments in which ideas and opinions are valued, and students are encouraged to express ideas, ask questions and exchange points of view
- providing learning experiences in which students use higher-order and critical thinking skills
- creating opportunities for students to reflect on what they learn and apply their understandings to new topics, problems and issues
- implementing learning experiences that assist students to develop effective communication skills and appropriate social and learning behaviours.

Examples of evidence (not to be read as a comprehensive list):

- *a customised teaching and learning resource developed by the teacher which is designed to promote students' higher order and critical thinking skills.*
- *a statement prepared by the teacher that evaluates his or her approach to promote cooperative relationships between students*
- *a sequence of 4-6 lesson plans that have been planned and implemented by the teacher which illustrate the use of a teaching strategy that is specifically designed to promote students use higher-order and critical thinking skills in the relevant curriculum area*
- *an evaluative statement prepared by the teacher that details how he or she applied the outcomes of a professional development activity focused on either behaviour management, the establishment of safe and supportive learning environments or the fostering of students' higher order thinking skills*

- *an outline of how the teacher has engaged students in reflecting on what they have learned and how the students used this information in addressing a new problem or issue*
- *a personal reflection in the teacher's professional journal or diary of how effectively he or she plans and implements learning experiences that assist students to develop effective communication skills and appropriate social and learning behaviours.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a written plan for mentoring colleagues on developing safe, supportive and challenging learning environments*
- *a video-recording of classroom activity in which students examine and discuss alternative viewpoints, form ideas, justify opinions and present these to different audiences using formal and informal means of communication*
- *details of professional development activity conducted for colleagues that modelled a variety of classroom management strategies to maximise the use of classroom time for productive learning*
- *a case study of personal role in initiating strategies and leading others in managing challenging student behaviours*
- *personal reflections on effective strategies for mentoring and advising colleagues on behaviour management skills.*

5. Construct learning experiences that connect with the world beyond school

This standard covers the requirements for planning and implementing learning experiences that build on students' prior knowledge, life experiences and interests, establish linkages between key curriculum areas, and make connections between school programs, the world beyond the school and future options for students.

Statements	Indicators
5.1 Devise learning experiences that build on students' prior knowledge, life experiences and interests.	• Accurate and relevant information on students' prior knowledge, life experiences and interests is obtained from a variety of appropriate sources. • Information on students' prior knowledge, life experiences and interests is analysed and used to set learning goals, design learning experiences and select teaching and learning strategies and resources.
5.2 Engage students in learning experiences that integrate ideas, concepts and information across teaching/subject areas.	• Learning experiences are focused on the examination of significant ideas and concepts that have the potential to develop students' understanding of themselves and their world. • Learning experiences are planned and implemented that explicitly integrate ideas, concepts and information from different teaching/subject areas. • Learning experiences are planned and implemented that involve students in examining an idea or concept, refining and extending their understandings and reflecting on what they have learned. • Learning experiences are planned collaboratively to maximise opportunities for coordinating subject content, sharing resources and team teaching.
5.3 Provide learning experiences that establish connections with the world beyond the classroom.	• Learning experiences are planned and implemented that focus on topics, problems and issues relevant to local, national and global communities. • Community-based learning resources are identified, evaluated and, where appropriate, incorporated in school programs. • Opportunities are created for students to undertake learning experiences in situations and locations beyond the immediate school environment. • Learning experiences are planned and implemented that capitalise on students' experiences of a technology-rich world. • Learning partnerships involving the school, business and community organisations are identified, evaluated and, where appropriate, incorporated in school programs.
5.4 Develop learning experiences that involve students in examining study, work and leisure in the future.	• Opportunities are created for students to assess their personal interests and competencies and use this information to set and evaluate personal study, work and leisure goals. • Learning experiences are planned and implemented that involve students examining the nature of work and leisure, work/career options, and changes in the workforce in Qatar and internationally. • Learning experiences are planned and implemented that involve students critically assessing further education and work options. • Learning experiences are planned and implemented that establish linkages between school and the world of work.
5.5 Design learning experiences that foster personal initiative and enterprise.	• Learning experiences are planned and implemented that facilitate enterprising behaviours in students, including taking intellectual risks, testing ideas and using initiative. • Opportunities are created for students to demonstrate enterprising behaviours in contexts both within and beyond the school. • Opportunities are created for students to assess the relationships between personal enterprise and work, further education, lifestyle and career options.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify, explain and draw connections between subject matter and real world events and processes
- decision-making and problem-solving skills to establish effective learning partnerships between schools, business, community organisations and other external agencies
- facilitation skills to engage diverse groups of students, families, employers and other stakeholders in discussion about further education, personal, work, lifestyle and career options available for young people
- ICT skills to access online information on the further education, personal, work, lifestyle and career options available for young people
- interpersonal skills to communicate key ideas and engage students in discussion and decision making about personal, lifestyle and career choices
- research skills needed to identify, locate and evaluate information on the further education, personal, work, lifestyle and career options available for young people
- self-reflection skills to evaluate own practice in establishing connections between subject content and the world beyond school and, where necessary, adopt new strategies for improving these aspects of professional practice
- teamwork skills to work effectively with other teachers in planning and implementing learning experiences.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- child and adolescent development theories
- Curriculum Standards and school-developed curricula
- education and training pathways
- enterprise education
- impact of globalisation on work, education and leisure
- integrated/multidisciplinary approaches to teaching and learning
- life-long learning
- outcomes approach to education
- phases of learning reflected in elementary, preparatory, secondary and model schools
- policies and documents developed by the Supreme Education Council, the Education Institute and the school on careers and further education pathways for students
- post-school options for young people
- school, industry and higher education partnerships
- strategies for engaging young people in discussion of personal enterprise and work, further education, lifestyle and career options
- strategies for identifying students' learning styles, interests, prior learning and life experiences
- strategies for incorporating current local, national and global issues in school programs
- strategies for integrating concepts across key teaching/subject areas
- strategies for locating community resources and incorporating them in school programs
- the changing nature of work and leisure in Qatar and internationally
- the design, planning, implementation, documentation and review of learning experiences
- values clarification techniques.

Required dispositions

This aspect of professional practice requires a commitment to:

- creating supportive learning environments in which students' ideas, beliefs and opinions are shared and valued
- establishing curriculum linkages between school programs and the world beyond school
- exploring students' post-school options
- fostering personal initiative and enterprise in students
- fostering learning partnerships between schools, industry, business and higher education
- taking a multidisciplinary approach to the study and teaching of issues, problems and themes.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to use a range of teaching strategies and resources to foster interest and support learning that builds on students' interests and makes connections between school programs and the world beyond the school. This may be evidenced through:

- using information on students' interests to set learning goals, design learning experiences and select teaching and learning strategies and resources
- implementing learning experiences that focus on topics, problems and issues relevant to local, national and global communities
- implementing learning experiences that involve students in examining the nature of work and leisure, work/career options and changes in the workforce in Qatar and internationally
- implementing learning experiences that facilitate enterprising behaviours in students, including taking intellectual risks, testing ideas and using initiative.

Examples of evidence (not to be read as a comprehensive list):

- *a statement supported by examples that outlines how the teacher gathers information on students' interests and uses this information in setting learning goals, designing learning experiences and selecting teaching and learning strategies and resources*
- *a sequence of 4-6 lesson plans devised by the teacher that shows how he or she examined a topic, problem or issue with his or her class that is relevant to the local, national or global community*
- *an example of a classroom resource, devised by the teacher, which was designed to promote personal initiative and enterprise amongst students*
- *a personal reflection in the teacher's professional journal or diary which comments on his or her ability to effectively integrate ideas, concepts and information across teaching / subject area when planning and implementing lessons.*

Proficient teachers

Proficient teachers are able to create, select and use a variety of appropriate teaching strategies and resources to make content meaningful to students by building on students' prior knowledge, life experiences and interests, establishing linkages between key teaching/subject areas, and making connections between school programs and the world beyond the school. This may be evidenced through:

- analysing and using information on students' prior knowledge, life experiences and interests to set learning goals, design learning experiences and select teaching and learning strategies and resources
- creating, selecting and using a variety of teaching strategies and resources that explicitly integrate ideas, concepts, information and viewpoints from different teaching/subject areas
- identifying and incorporating community-based learning resources in school programs
- planning and implementing learning experiences that establish linkages between school and the world of work
- creating opportunities for students to demonstrate enterprising behaviours in contexts both within and beyond the school.

Examples of evidence (not to be read as a comprehensive list):

- *a customised teaching and learning resource, devised by the teacher, that is designed to establish linkages between school and the world of work*
- *a statement of reasons for including community-based resources in school programs*
- *a sequence of 6-8 lesson plans showing use of teaching strategies and resources that explicitly integrate ideas, concepts, information and viewpoints from different teaching/subject areas*
- *a teaching and learning resource or strategy, devised by the teacher, that promoted either enterprising behaviours or learning partnerships*
- *a personal reflection in the teacher's professional journal or diary on the effectiveness of a strategy that he or she has used for promoting enterprising behaviours in students in contexts both within and beyond the school.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a written plan for mentoring colleagues on engaging students in learning experiences that integrate ideas, concepts and information across teaching/subject areas*
- *a written evaluation of how the school might establish learning partnerships involving the school, business and community organisations*
- *details of a professional development activity which the teacher has organised that was aimed at promoting linkages between school programs and the world of work*
- *a case study of the teacher's personal role in identifying, evaluating and incorporating community-based learning resources in school programs*
- *a personal reflection on the teacher's professional development needs in relation to establishing learning partnerships involving the school, business and community organisations.*

6. Apply ICT in managing student learning

This standard covers the requirement for using ICT to plan, implement and monitor teaching and learning strategies that are designed to enhance student learning.

Statements	Indicators
6.1 Determine students' ICT learning needs.	• Data is gathered on students' interests, preferences, learning styles and prior learning in relation to ICT. • Collected data is analysed to determine students' learning needs in relation to ICT.
6.2 Select appropriate ICT-based learning strategies and resources.	• ICT-based learning strategies and resources are evaluated and selected in line with learning goals and students' interests, preferences, learning styles and prior learning. • Systems, resources and ICT-based learning strategies are selected that: – support self-initiated, independent and collaborative learning – involve all group members – recognise individual learning differences – ensure equity and access for all students – support students to manage the pace and sequence of their learning – promote effective use of e-Learning tools, knowledge community portals and databases to encourage life-long learning. • Individual learning needs and personal circumstances are taken into account in allocating access to systems and resources.
6.3 Create learning experiences that actively use ICT to organise, research, interpret, analyse, communicate and represent knowledge.	• Learning experiences are planned that reflect an understanding of how ICT can be used to promote and enhance student learning. • ICT-based learning strategies are used that foster computer-mediated communication and enable students to learn through a range of collaborative activities. • Learning experiences are structured and sequenced to foster incremental development of students' ICT skills. • Learning experiences are scaffolded to develop higher-order thinking skills. • Learning experiences are structured that link students' school use of ICT with use in home, social and future work and study contexts, and promote opportunities for students' self-development and life-long learning. • Safe and effective student access to ICT is planned and implemented, taking into account available resources and the nature of the teaching and learning activity.
	• Classroom management strategies for group work are implemented to achieve learning goals, ensure all students actively participate in learning experiences and manage behaviour. • Learning experiences are selected and implemented that involve students in actively accessing, researching, analysing and communicating knowledge through the application of ICT. • Learning experiences are planned and implemented that involve students in reflecting critically on the use, ethics, creativity and innovation offered by ICT. • Student activity is monitored and assistance is provided for students' use of hardware, software and networks. • Technical problems relating to the use of ICT are identified and dealt with in line with school policies and procedures.
6.4 Use ICT in the assessment of student learning.	• ICT-based approaches to the assessment of student learning are identified and evaluated. • ICT-based approaches to assessing student learning, managing feedback to students and administering assessment results are utilised in line with school policies and procedures.

Statements	Indicators
6.5 Evaluate ICT-based teaching, learning and assessment approaches.	• ICT-based teaching, learning and assessment approaches are evaluated by monitoring students' understanding, patterns of use, performance on specific tasks and feedback. • Evaluation outcomes are incorporated in reviews of ICT-based teaching, learning and assessment approaches. • Information and insights gained through reviewing ICT-based teaching, learning and assessment approaches are shared with colleagues and other personnel and used to inform future planning.
6.6 Use ICT to access and manage information on student learning.	• Supreme Education Council and school policies and procedures on the use of ICT tools for accessing and managing student information are known and followed. • Student information is maintained using appropriate systems and software.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify, explain and apply key ICT concepts in learning, teaching and assessment
- decision-making, evaluation and problem-solving skills to select appropriate ICT systems to support learning needs of individuals and groups of students
- ICT skills required to access online information on trends and developments related to the use of ICT in teaching, learning and assessment relevant to the particular teaching/subject area
- interpersonal skills to communicate key concepts, ideas and understandings about ICT-based teaching, learning and assessment to students, parents and community members from diverse backgrounds
- research skills needed to identify, locate and evaluate ICT-based teaching, learning and assessment resources.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- computer managed learning and assessment
- Curriculum Standards and school-developed curricula
- ICT-based assessment resources – item banks, assessment feedback, and systems for scoring and storing assessment results
- ICT-based communications systems – email, bulletin boards, the Internet and Voice Over Internet Protocols (VOIP)
- ICT-based data collection and storage – student management systems, electronic mark books and curriculum management systems
- ICT-based scaffolded learning structures to develop higher-order thinking skills – WebQuests, Hotlists and Knowledge Hunts
- ICT-based teaching and learning resources – online, podcasts, databases, and generic and subject-specific software
- ICT-based teaching and learning strategies
- ictQatar's National e-Education strategy, including School Net and School Knowledge Net
- outcomes approach to education
- patterns of access and use by individuals and groups
- processes for transferring, transacting and transforming knowledge
- relevant phases of learning reflected in elementary, preparatory, secondary and model schools
- strategies for integrating ICT across the curriculum
- Supreme Education Council and school policies on ICT
- Supreme Education Council education reforms
- systems for teaching — laptop computers, stand-alone and networked computer systems, online systems, broadcast, telecommunications and VOIP
- teaching/subject area knowledge and expertise.

Required dispositions

This aspect of professional practice requires a commitment to:

- enhancing personal ICT skills and their use in the planning, teaching and management of student learning
- facilitating learning based on the use of ICT and resources
- fostering self-initiated, independent and collaborative learning.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to demonstrate current knowledge and proficiency in the use of ICT in classrooms. This may be evidenced through:

- identifying students' learning needs in relation to ICT
- selecting and evaluating ICT-based learning strategies and resources
- using ICT resources in the preparation of lessons
- using ICT resources in the presentation of lessons
- implementing learning experiences that involve students in using ICT to organise and research information.

Examples of evidence (not to be read as a comprehensive list):

- *a sequence of lesson plans that shows how the teacher incorporated an ICT resource in teaching about a topic, issue or theme based on the relevant Curriculum Standard or school based curriculum*
- *a personal reflection in the teacher's professional journal or diary on his or her use of ICT based resources in delivering a specific lesson*
- *an evaluative statement prepared by the teacher that describes the strengths and weaknesses of a particular ICT resource that he or she has used with an individual or group of students*
- *an analysis of student feedback on a particular lesson in which the teacher used an ICT resource*
- *an extract from the teacher's electronic mark book or records of student's results to illustrate how the teacher uses ICT recording systems to manage student results.*

Proficient teachers

Proficient teachers are able to apply current knowledge and skills in the use of ICT in the classroom to meet outcomes specified in Curriculum Standards and school-developed curricula, support student assessment and manage information on student learning. This may be evidenced through:

- planning and implementing learning experiences that use ICT resources to meet student learning needs and the outcomes specified in Curriculum Standards and school-developed curricula
- planning and implementing learning experiences that involve students in reflecting critically on the use, ethics, creativity and innovation offered by ICT applications and outputs
- using ICT in the assessment of student learning
- using ICT to access and manage information on student learning
- evaluating ICT-based teaching, learning and assessment approaches.

Examples of evidence (not to be read as a comprehensive list):

- *an evaluative statement prepared by the teacher that comments on how he or she incorporated the use of an ICT resource in teaching about a specific topic or issue*
- *a teaching activity devised by the teacher that involves students in reflecting critically on the use of ICT applications and outputs*
- *sequence of lesson plans designed and implemented by the teacher, showing use of ICT resources in meeting outcomes specified in Curriculum Standards and school-developed curricula*
- *a statement of criteria, prepared by the teacher, for the selection of ICT resources in the relevant curriculum/teaching area*
- *a written evaluation, prepared by the teacher of different ICT-based teaching, learning and assessment approaches that are relevant to his or her teaching/curriculum area*
- *a personal reflection in the teacher's professional journal or diary.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a written plan for mentoring colleagues on the selection, evaluation and use of ICT teaching and learning resources*
- *a case study of personal role in initiating or leading the implementation of policies and processes to integrate ICT into the learning environment*
- *details of professional development activity planned by the teacher and conducted for other staff on the use of ICT in managing student information*
- *a personal reflection on sharing current skills in the use of ICT in the classroom to meet the outcomes of Curriculum Standards and school-developed curricula*
- *a personal reflection on professional development needs in relation to the use of ICT in teaching, learning and assessment*
- *an evaluative statement prepared by the teacher which comments on the effectiveness of alternative ICT system and software used for managing student information.*

7. Assess and report on student learning

This standard covers the requirements for planning, conducting and reviewing student assessment, providing feedback on assessment outcomes and using assessment outcomes to inform program planning.

Statements	Indicators
7.1 Establish learning goals and assessment requirements.	• Curriculum Standards and school curriculum documents are read and interpreted to identify appropriate learning goals and assessment requirements. • Learning goals and assessment methods, including criteria and scoring systems, are communicated and explained to students and families.
7.2 Plan assessment.	• Evidence needed for making valid and reliable judgements about student achievement of learning outcomes is identified. • Assessment methods are selected that take account of the evidence requirements, student characteristics, student learning styles and cost of assessment. • Assessment tools are developed and/or customised and documented for gathering valid, reliable and sufficient evidence. • Assessment scoring systems are developed and/or customised in line with school policies. • Resources required to support assessment activities, including ICT-based assessment systems, are organised and arranged within a safe and accessible learning environment.
7.3 Conduct assessment.	• Assessment processes are explained and, where appropriate, negotiated with students. • Assessment evidence is gathered using selected assessment methods and tools. • Assessment evidence is collected and used in an ethical way in line with school policies. • Assessment evidence is evaluated and assessment decisions made in relation to students' achievement of the learning outcomes. • Assessment results are recorded, using appropriate scoring systems, in line with school policies. • Assessment results are moderated in line with school policies.
7.4 Provide feedback on assessment outcomes.	• Outcomes of assessment processes are used to identify strengths and weaknesses in student performance. • Clear, accurate and concise feedback is provided to students on the outcomes of assessment. • Opportunities are provided for students to reflect on assessment outcomes and identify their own learning needs. • Reports on student progress are communicated to students' families through the school's reporting arrangements. • Information on student performance is prepared and reported to relevant authorities in line with school and Supreme Education Council policies. • Strategies for meeting students' learning needs are identified and discussed with students, parents and colleagues. • Assessment and reporting activities are conducted in an ethical way with regard for confidentiality and the privacy of students.
7.5 Review assessment.	• Assessment data is used to inform the review of assessment methods and tools. • Assessment data is used to inform the review of learning programs and teaching and learning practices. • Program content, teaching and learning strategies, and assessment arrangements are reviewed to take account of assessment data analysis.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify, explain and apply key concepts, ideas and understandings related to student assessment, including evidence gathering, making assessment judgements and scoring systems
- decision-making and problem-solving skills needed to make valid assessment judgements
- ICT skills required to access online information on trends and developments in student assessment and reporting and utilise ICT-based assessment and reporting systems
- interpersonal skills to communicate and explain the assessment process, give clear instructions to students from diverse backgrounds and provide accurate feedback on assessment outcomes
- research skills needed to identify, locate and evaluate information on human and material resources for assessment and assessment system policies and procedures.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- assessment data – uses, forms, collection and ways of analysing
- assessment methods – observation, consultation, focused analysis, peer assessment and self-assessment
- assessment moderation principles and processes
- assessment planning
- assessment principles – reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- assessment tools for gathering evidence
- characteristics, uses, advantages and limitations of different types of assessments (for example criterion-referenced and norm-referenced instruments, traditional standardised and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development
- Curriculum Standards and school-developed curricula
- ethical responsibilities of assessors
- factors that influence the selection of assessment methods, including characteristics of learning, type and nature of evidence required and resource requirements
- ICT-based assessment and reporting systems
- measurement theory
- outcomes approach to education
- policies and documents developed by the school on student assessment and reporting
- policies, documents and procedures developed by the Education Institute and the Evaluation Institute
- program review and planning processes
- purpose of assessment
- rules of evidence and how they are applied (valid, authentic, sufficient and current)
- scoring systems
- Supreme Education Council education reforms
- systematic management and storage of assessment information so that it can be easily accessed, used and followed up
- the range of assessment purposes and assessment contexts
- types and forms of evidence, including assessment tools relevant to gathering different types of evidence
- types of assessment, including formative, summative, descriptive and negotiated approaches
- uses of assessment data.

Required dispositions

This aspect of professional practice requires a commitment to:

- believing that students' strengths are the basis for growth and their errors are opportunities for learning
- conducting assessment in an ethical way
- encouraging, accepting and utilising feedback on assessment activities
- ensuring confidentiality and privacy of student assessment information
- guiding and supporting students
- understanding and sensitivity to individual differences and needs.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes. This may be evidenced through:

- identifying evidence needed for making valid and reliable judgements about student achievement of learning outcomes
- gathering assessment evidence using the selected assessment methods and tools
- using assessment evidence to make assessment decisions
- applying assessment scoring systems in line with school policies
- providing clear, accurate and concise feedback to students on the outcomes of assessment
- reviewing assessment methods and tools.

Examples of evidence (not to be read as a comprehensive list):

- *a list of evidence requirements for a specific assessment activity that is based on the guidance provided in the relevant Curriculum Standards or school developed curricula*
- *an example of assessment task that has been devised by the teacher that is based on the guidance provided in the relevant Curriculum Standards or school developed curricula*
- *an extract from the teacher's assessment records showing compliance with the independent school's assessment system*
- *an example of written assessment feedback provided to a student highlighting the student's strengths, weaknesses and areas for improvement in relation to the specific assessment task*
- *a written report on the outcomes of student assessment for a specific class or group of learners*
- *a personal reflection in the teacher's professional journal or diary commenting on his or her use of specific assessment methods and tools.*

Proficient teachers

Proficient teachers are able to design and use a broad range of effective strategies to assess student achievement of learning outcomes. This may be evidenced through:

- communicating learning goals and assessment methods, including criteria and scoring systems, to students and families
- designing assessment processes and tools
- customising assessment tools and processes to meet the needs of students with special learning requirements
- using a broad range of effective strategies to assess student learning
- providing opportunities for students to reflect on assessment outcomes and identify their own learning needs
- using assessment data to inform the review of learning programs and teaching and learning practices.

Examples of evidence (not to be read as a comprehensive list):

- *an evaluative statement prepared by the teacher commenting on his or her approach to communicating learning goals and assessment methods, including criteria and scoring systems, to students and families*
- *an example of an assessment tool designed by the teacher for use in the relevant curriculum / teaching area*
- *an example of a customised assessment tool or process that has been prepared by the teacher to meet the needs of students with special learning requirements*
- *a videotape and accompanying evaluative statement that illustrates the teacher's use of two different strategies for assessing student learning in the relevant curriculum / teaching area*
- *a case study of the approach which the teacher uses to engage students in reflecting on assessment outcomes and identifying their own learning needs*
- *a statement prepared by the teacher and supported by examples that shows how the teacher uses assessment data to inform the review of learning programs and teaching and learning practices.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a case study of the teacher's personal use of specialist assessment knowledge to lead and inform planning and program development in the school*
- *an example of a flexible and innovative assessment strategy that links to the learning outcomes articulated in Curriculum Standards and school-developed curricula*
- *an example of an assessment tool devised by the teacher, that takes account of evidence requirements, student characteristics, student learning styles and cost of assessment*
- *a personal reflection in the teacher's diary or journal on mentoring colleagues in the use of a range of assessment processes and tools*
- *a personal reflection in the teacher's diary or journal on leading moderation processes to ensure the quality and consistency of assessment outcomes*
- *a written evaluation on the different ways the teacher uses to report and discuss student progress with students' families.*

8. Apply knowledge of students and how they learn to support student learning and development

This standard covers the requirements for applying knowledge of students and how they learn to support student learning and development, establishing learning environments that assist students to develop self-esteem and positive relationships with others, helping students to assess their personal futures and providing care and support for students.

Statements	Indicators
8.1 Use information on students to support learning.	• Information on learning styles and evidence-based research on teaching and learning is used to inform the planning, implementation and review of individual and group learning activities. • Information on students' backgrounds, skills, interests and prior achievements is collected and analysed to inform the planning, implementation and review of learning activities. • Information on the learning strengths and weaknesses of individual students is analysed to inform the development, implementation and review of learning programs. • Communication is established and maintained with students' families to support individual student learning.
8.2 Support students in developing personal identity, self-esteem and a positive self-image.	• Learning environments are established in which relationships between students, and with teachers and other adults, are based on trust and mutual respect. • Learning experiences that enable students to identify, clarify, reflect on and form their ideas, values and opinions are planned, implemented and evaluated.
8.3 Assist students to develop empathy with others.	• Learning experiences that involve students in analysing their roles and responsibilities in the family, school and local and international community are planned and implemented. • Learning environments are established in which students interact respectfully with others, including those with whom they have differences. • Learning experiences are planned and implemented that enable students to develop skills in negotiation, problem solving and conflict resolution.
8.4 Engage students in assessing and planning their personal futures.	• Learning experiences are planned and implemented that encourage students to develop optimistic and balanced visions of the future, set personal goals and establish plans for achieving those goals. • Opportunities are provided for students to develop skills in personal decision making, evaluating life choices, and locating and using information and services related to lifestyle, health and human relations issues. • Personal skills in assisting students to identify goals and establish plans are evaluated and, where necessary, strategies are adopted for improving this aspect of professional practice.
8.5 Provide care and support for students.	• Supreme Education Council and school policies and procedures on providing care and support for students are known and followed. • Teachers' ethical and legal responsibilities in relation to providing care and support for students are understood. • Opportunities are provided for students and their families to consult with teachers on matters relevant to students' education. • Effective communication skills, including active listening, are demonstrated in providing care and support for students. • Strategies for assisting students to analyse their own situations, and to identify possible solutions to academic and personal issues, are known and applied where appropriate. • Services that cater for students' learning and personal needs are identified and accessed where appropriate. • Personal skills in providing care and support for students are evaluated and, where necessary, strategies are adopted for improving this aspect of professional practice.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify, explain and apply information on learning styles and contemporary, evidence-based research on teaching and learning
- decision-making and problem-solving skills needed to assist students and their families to analyse their own situations and identify possible solutions to academic and personal issues
- ICT skills required to access online information and services related to student learning and personal development
- interpersonal and communication skills to communicate effectively with students and their families on academic and personal matters
- research skills needed to identify, locate and evaluate information on student learning and personal development.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- learning styles and contemporary research on teaching and learning
- negotiation, problem-solving and conflict resolution techniques
- strategies for engaging students in assessing and planning their personal futures
- strategies for gathering information on students' backgrounds, skills, interests and prior achievements and using this in the design, implementation and review of learning programs
- strategies for gathering information on the learning strengths and weaknesses of students and using this in the development, implementation and review of learning programs
- strategies for supporting students in developing personal identity, self-esteem and a positive self-image
- support services that cater for students' learning and personal needs
- Supreme Education Council and school policies and procedures on providing care and support for students
- Supreme Education Council educational reforms
- teachers' ethical and legal responsibilities in relation to providing care and support for students.

Required dispositions

This aspect of professional practice requires a commitment to:

- believing that all children and adolescents can learn at high levels and achieve success
- believing that children and adolescents learn in different ways and bring particular talents and strengths to learning
- helping all students develop self-esteem, self-confidence and academic competence
- providing care and support for students
- respecting individual and cultural differences.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to use knowledge of students and how they learn to support student learning and development. This may be evidenced through:

- using data on students to inform learning activities
- using evidence-based research on teaching and learning to inform individual and group learning activities
- demonstrating the use of effective communication skills, including active listening, to support individual student learning
- applying teaching and learning strategies to support students in developing personal identity, self-esteem and a positive self-image
- applying strategies that encourage students to interact respectfully with others, including those with whom they have differences
- implementing learning experiences that encourage students to develop optimistic and balanced visions of the future, set personal goals and establish plans for achieving those goals
- identifying appropriate services to cater for students' learning and personal needs where appropriate.

Examples of evidence (not to be read as a comprehensive list):

- *a sequence of 4 -6 lesson plans, developed and implemented by the teacher, that illustrates the use of one or more strategies to assist students in developing personal identity, self-esteem and a positive self-image.*
- *an example of a form, devised by the teacher, for gathering data on students that is relevant to curriculum planning*
- *an analysis of student feedback on a teaching activity which was developed and implemented by the teacher with the aim of assisting students to set personal goals and establish plans for achieving those goals*
- *personal reflections in professional journal or diary on his or her awareness of the services available to cater for students' learning and personal needs.*

Proficient teachers

Proficient teachers are able to gather, analyse and apply information on students, learning styles and contemporary, evidence-based research on teaching and learning to inform the planning, implementation and review of individual and group learning activities. This may be evidenced through:

- collecting and analysing information on students' backgrounds, skills, interests and prior achievements to inform the planning, implementation and review of learning activities and resources
- gathering, analysing and applying the outcomes of contemporary, evidence-based research on teaching and learning to inform the planning, implementation and review of individual and group learning activities
- planning and implementing learning experiences that enable students to identify, clarify, reflect on and form their ideas, values and opinions
- designing and applying teaching and learning strategies and resources that assist students to develop empathy with others
- creating opportunities for students to develop skills in personal decision making
- providing care and support for students.

Examples of evidence (not to be read as a comprehensive list):

- *teaching and learning resource that has been customised by the teacher to reflect the needs of a particular individual or group of students*
- *sequence of lesson plans devised and implemented by the teacher, which illustrates the use of techniques that enable students to identify, clarify, reflect on and form their ideas, values and opinions*
- *a teaching and learning strategy or resource devised by the teacher, that assists students to develop empathy with others*

- *a written statement showing the teacher's knowledge of and use of contemporary research-based evidence in supporting students' learning.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *an outline of a professional development activity that the teacher planned and conducted for colleagues on teachers' ethical and legal responsibilities in providing care and support for students*
- *a written plan for mentoring colleagues on applying research outcomes in the planning of learning activities*
- *a case study of the teacher's personal role in initiating or leading the development of educationally sound, research-based and effective policies, programs and processes in the school*

9. Apply teaching/subject area knowledge to support student learning

This standard covers the requirement for establishing and maintaining teaching/subject area knowledge, applying knowledge of curriculum documents and support materials in the design of learning activities, and using methods of inquiry and teaching/subject area standards of evidence to enhance student learning.

Statements	Indicators
9.1 Acquire and maintain teaching/subject area knowledge.	• Teaching/subject area knowledge, including relationships with other teaching/subject areas, is established and maintained. • The dynamic nature of teaching/subject area knowledge is acknowledged and strategies are applied for keeping up to date with new developments.
9.2 Apply knowledge of curriculum documents and support materials to enhance student learning.	• Curriculum Standards and school-developed curricula are interpreted in designing and implementing purposeful learning experiences. • Teaching support materials are sourced and evaluated for completeness, accuracy, usefulness in representing particular ideas and concepts, and appropriateness to Qatari culture. • Teaching support materials are customised for use in purposeful and challenging learning experiences.
9.3 Apply teaching/subject area knowledge to enhance student learning.	• Content, processes and skills of the relevant teaching/subject area are applied in the design of exemplary, content-rich learning experiences. • Critical and creative thinking, decision-making and problem-solving skills are promoted by engaging students in formulating and testing hypotheses in line with methods of inquiry and standards of evidence used in the teaching/subject area. • Major concepts and key ideas in the teaching/subject area are linked to students' prior knowledge, understanding and life experiences. • Opportunities for fostering students' language and literacy skills are created through developing content-rich learning experiences that enable students to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing. • Opportunities for developing students' numeracy skills are created through developing content-rich learning experiences that involve students in representing events, working with data, reasoning and communicating mathematically to solve problems. • Knowledge of connections between the teaching/subject area and other teaching/subject areas is used in planning and implementing learning activities that promote multidisciplinary approaches.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify, explain and apply key concepts, ideas and understandings in the relevant teaching/subject area
- decision-making and problem-solving skills needed to apply key concepts, ideas and understandings in the relevant teaching/subject area to the design of learning activities
- ICT skills required to access online information on trends and developments in the relevant teaching/subject area
- interpersonal skills to communicate key concepts, ideas and understandings in the relevant teaching/subject area to students, parents and community members from diverse backgrounds
- research skills needed to identify, locate and evaluate information on key concepts, ideas and understandings in the relevant teaching/subject area, Curriculum Standards and support materials.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- content, processes and skills of the teaching/subject area
- content to be taught and the relationship of that content with other teaching/subject areas

- Curriculum Standards and school-developed curricula
- Curriculum Standards and support materials in the teaching/subject area
- growth of teaching/subject area knowledge
- multiple representations and explanations of major concepts in the teaching/subject area
- strategies for developing critical and creative thinking, decision-making and problem-solving skills using the methods of inquiry and standards of evidence within the teaching/subject area
- strategies for fostering students' language and literacy skills through the use of content-rich learning activities
- strategies for fostering students' numeracy skills through the use of content-rich learning activities
- strategies for keeping up to date with new ideas and understandings in the teaching/subject area
- strategies for sourcing and evaluating support materials relevant to the teaching/subject area
- Supreme Education Council reforms.

Required dispositions

This aspect of professional practice requires a commitment to:

- drawing meaningful connections between the content of the teaching/subject area and everyday life
- having enthusiasm for the teaching/subject area
- taking a multidisciplinary approach to the teaching of issues, topics and themes.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to apply relevant knowledge of the central concepts, modes of enquiry and structure of the teaching/subject area to inform teaching and learning activities. This may be evidenced through:

- maintaining teaching/subject area knowledge
- using Curriculum Standards and school-developed curricula to identify teaching and learning goals and implement purposeful learning experiences
- applying content, processes and skills of the relevant teaching/subject area in learning experiences
- promoting critical and creative thinking, decision-making and problem-solving skills by engaging students in applying the methods of inquiry used in the teaching/subject area.

Examples of evidence (not to be read as a comprehensive list):

- *a sequence of 4-6 lesson plans devised by the teacher, that illustrates how teaching / subject area knowledge is interpreted, applied and presented by the teacher to individuals and / or groups of students*
- *a written statement that outlines the reasons why a specific set of teaching materials or resources such as a textbook, piece of computer software, or educational game, is appropriate for use in teaching about a particular issue, topic or theme*
- *a teaching activity, devised by the teacher, which incorporates key ideas and concepts from the relevant teaching / subject area*
- *a teaching activity, designed by the teacher, which is based on the relevant Curriculum Standard or school based curricula*
- *a personal reflection in the teacher's professional journal or diary on his or her professional development needs in relation to new concepts and ideas in the relevant teaching / subject area.*

Proficient teachers

Proficient teachers are able to apply and use knowledge of the teaching/subject area through effective, content-rich teaching and learning strategies relevant to the students' needs and phase of learning. This may be evidenced through:

- applying knowledge of relevant teaching/subject area, Curriculum Standards, school curriculum documents and support materials, student needs and the relevant phase of learning in the design of purposeful learning experiences
- applying content, processes and skills of the relevant teaching/subject area in the design of exemplary, content-rich learning experiences
- evaluating teaching support materials for completeness, accuracy and usefulness in representing particular ideas and concepts
- using knowledge of connections between the teaching/subject area and other teaching/subject areas in planning and implementing learning activities that promote multidisciplinary approaches to examining key issues, topics and themes.

Examples of evidence (not to be read as a comprehensive list):

- *a content-rich teaching and learning resource devised by the teacher which is consistent with the requirements of the relevant Curriculum Standards or school based curricular.*
- *a written statement prepared by the teacher which outlines the reasons for selection of a particular teaching resources*
- *a sequence of 6-8 lesson plans on a relevant topic or theme that illustrates the teacher's showing the use of knowledge of key ideas and concepts and contemporary developments in relevant teaching/ subject area, Curriculum Standards and school curriculum documents, student needs and the relevant phase of learning*
- *an evaluative statement outlining how the outcomes of a professional development activity aimed at maintaining the teacher's content knowledge may be applied in teaching a particular class or group of students*

- *a multidisciplinary teaching resource devised by the teacher that shows analysis of connections between teaching/subject area and other teaching/subject areas*
- *a personal reflection in the teacher's professional journal or diary on his or her capacity to address students' numeracy, literacy and language development in the context of his or her specific subject / teaching area.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a written plan for mentoring colleagues on applying key concepts from relevant teaching/ subject area in the design of teaching and learning strategies and resources*
- *a video-recording and accompanying evaluative statement describing the teacher's of classroom use of multidisciplinary teaching resource that is content-rich and reflects outcomes in relevant Curriculum Standards and school curriculum documents*
- *a case study of the teacher's personal role in promoting students' critical and creative thinking, decision-making and problem-solving skills by engaging students in formulating and testing hypotheses in line with methods of inquiry and standards of evidence used in the teaching/subject area*
- *a statement prepared by the teacher for the school or colleagues outlining the contribution of the relevant teaching/subject area to student learning*
- *a personal reflection in the teacher's professional journal or diary on the effectiveness of his or her approach for maintaining knowledge of contemporary developments in his or her subject / teaching area.*

10. Work as a member of professional teams

This standard covers the requirement for teachers in Independent Schools to become active participants in school-based teams to maximise student learning opportunities and promote innovation.

Statements	Indicators
10.1 Meet personal work-related goals and priorities.	• Personal work-related goals are identified, consistent with Supreme Education Council and school policies and procedures. • Competing demands are prioritised to achieve personal, team and school objectives and timelines. • Strategies are developed to ensure problems with meeting work commitments are effectively resolved. • ICT is used to manage work priorities and commitments. • Guidance and support is sought from appropriate personnel when additional expertise or review is required.
10.2 Contribute to professional teams.	• Participation in a range of professional teams is undertaken in line with personal expertise and interests, school priorities, position description and school management structure. • Contributions are made to determine the goals, roles and responsibilities of work teams consistent with school policies, procedures, planning frameworks, timelines and priorities. • Personal contribution to a team is made in a way that provides a role model for other members and positively promotes the image of the school. • Open and interactive communication processes are used to obtain and share information, solve problems, generate new ideas and evaluate issues. • Strategies for supporting and valuing the contributions of others are implemented. • Strategies for addressing issues identified by school administration, team members and other stakeholders are evaluated and implemented as appropriate.
10.3 Work with others to maximise student learning.	• Partnerships are formed with other professionals, paraprofessionals, teacher aides and community-based adults to support and implement student learning experiences. • Relevant professionals, paraprofessionals, teacher aides and community-based adults are involved, where relevant, in the planning, implementation and evaluation of learning experiences and monitoring of student progress. • Strategies are implemented for establishing ongoing communication and effectively working with relevant professionals, paraprofessionals, teacher aides and other personnel.
10.4 Contribute to improving the performance of professional teams.	• Contributions are made to monitoring and reviewing team performance to identify opportunities for enhancing team performance, improving student learning and promoting innovation. • Suggested improvements are positively received and acted on as appropriate.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify and clarify the needs, preferences and requirements of learners, parents, professionals, paraprofessionals, teacher aides and other personnel
- decision-making and problem-solving skills to address issues, concerns and problems identified by the school administration, team members and other stakeholders
- ICT skills to access online information and apply tools in the planning, implementation, monitoring and review of individual and team tasks
- interpersonal skills to communicate and relate to a broad range of people, from diverse social, economic, cultural and professional backgrounds, in an ethical way
- planning, organising and scheduling skills to plan and implement individual and team activities, projects and functions
- personal planning and work organisation skills
- research skills needed to identify, locate and evaluate information relevant to team tasks.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- communication techniques
- goal setting
- group dynamics in a team setting
- negotiation techniques
- principles of conflict resolution
- principles of group dynamics, including roles of team members
- problem-solving strategies
- professional and paraprofessional services for supporting student learning
- qualities of an effective team member
- school decision-making processes
- school policies and procedures
- Supreme Education Council policies
- team roles
- teamwork techniques
- techniques for monitoring and reviewing team performance
- the interdependent nature of the various teams, formal and informal, within schools
- time management
- types and functions of professional teams.

Required dispositions

This aspect of professional practice requires a commitment to:

- collaborating with colleagues to give and receive help
- engaging in reflective practices
- establishing collegial relationships to enhance the teaching and learning process
- participating as active, responsible members of the professional community
- pursuing opportunities to grow professionally and participate in life-long learning.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to demonstrate knowledge of the importance of teamwork in an educational context and contribute to the effective functioning of teams. This may be evidenced through:

- identifying and meeting personal work-related goals
- participating in school-based teams
- contributing to determining the goals, roles and responsibilities of work teams
- valuing the contributions of other team members
- making contributions to improving team performance
- working with other professionals, paraprofessionals, teacher aides, other personnel and community-based adults to support student learning.

Examples of evidence (not to be read as a comprehensive list):

- *minutes of team meetings showing evidence of the teacher's participation in team processes.*
- *a description of details of individual and group tasks that the teacher has participated in within the school*
- *notes of meetings between the teacher and other professional and paraprofessional staff in which issues were discussed, decisions were made and actions taken that were relevant to student learning or the general school community*
- *examples of work completed by the teacher as a contribution to group tasks that are relevant to student learning or the general school community*
- *comments from other teachers, school leaders, families and / or community members on the teacher's contribution to team tasks that are relevant to student learning or the general school community*
- *a personal reflection in the teacher's professional journal or diary that commented on his or her contribution to and performance with regard to individual and team tasks that is relevant to student learning or the general school community.*

Proficient teachers

Proficient teachers are able to model collegial work practices, work productively and openly in team contexts and take responsibility for coordinating and completing particular team tasks. This may be evidenced through:

- meeting personal work-related goals and priorities
- participating in a range of professional teams in line with personal expertise and interests, school priorities, position description and school management structure
- contributing to determining the goals, roles and responsibilities of work teams, consistent with the school's policies, procedures, planning frameworks, timelines and priorities
- contributing to teams in a way that provides a role model for other team members
- contributing to the monitoring and review of team performance with the aim of identifying opportunities for enhancing team performance
- involving relevant professionals, paraprofessionals, teacher aides and community-based adults, where relevant, in the planning, implementation and evaluation of learning experiences and monitoring of student progress.

Examples of evidence (not to be read as a comprehensive list):

- *a schedule/priority list of work-related tasks established by the teacher and an accompanying statement indicating the extent to which these tasks were completed within the required time and quality standards*
- *minutes of team meetings showing evidence of the teacher's participation in team processes*
- *an evaluative statement written by the teacher which describes in his or her role the successful completion of an individual or group task*
- *notes of team performance review meetings showing that the teacher had contributed to the team and major suggestions for enhancing team performance*
- *notes of meetings with other professional and paraprofessional staff showing that the teacher offered professional and informed advice on matters are relevant to student learning or the general school community*
- *examples of work completed as a contribution to group tasks that are relevant to student learning or the general school community*

- *a personal reflections in the teacher's professional journal or diary on his or her capacity to contribute to team performance and identifying ways of enhancing this aspect of professional practice.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *notes of meetings showing the teacher's role in leading critical review of team performance*
- *a case study of the teacher modelling collegial procedures for evaluating and sharing best practice in teaching strategies and professional knowledge and practice*
- *an evaluative statement of the teacher's personal role in leading a team to achieve school aims*
- *details of a professional development activity planned and conducted for staff by the teacher on teamwork*
- *a personal reflection in the teacher's journal or diary on his or her capacity to establish partnerships with other professionals, paraprofessionals, teacher aides and community-based adults to support and implement student learning experiences*
- *an extract from the teacher's note book computing showing his or her capacity to use ICT resources used to manage work priorities and commitments*
- *a supervisor's assessment of the teacher's personal reflection on professional development needs in relation to leading teams.*

11. Build partnerships with families and the community

This standard covers the requirement for involving families and the broader community in student learning, and successfully promoting the goals and achievements of the school.

Statements	Indicators
11.1 Build relationships with families and the broader community to enhance student learning.	• Formal and informal processes are used for communicating with families and the broader community about students and the school's learning programs. • Families and community members are encouraged to participate in student learning experiences and contribute specialist knowledge and expertise to learning programs. • Partnerships are established with business and community organisations to increase the relevance of learning programs. • School policies and procedures regarding ethical and professional behaviour are applied to all interactions with families and the broader community. • Supreme Education Council and school policies and procedures are followed to ensure all communication and interactions with families, colleagues, industry and the local community are conducted in an ethical and professional way.
11.2 Establish learning environments that acknowledge students' families and communities.	• Information on the priorities of students' families and communities regarding student learning and curriculum content is sought from appropriate sources. • Learning experiences are planned and implemented that are meaningful to students and build on the knowledge and skills developed through the family and community. • Learning experiences are designed to provide students with opportunities to actively contribute to their communities.
11.3 Promote school and Supreme Education Council education reforms.	• Opportunities are created to promote a positive image of the school, other Independent Schools and Supreme Education Council education reforms to families and the broader community. • Community networks are used to promote school goals, achievements, activities and events.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical skills to identify and clarify the concerns, values and priorities of students' families and communities
- data collection and analysis skills needed to identify, locate and evaluate information on the concerns, values and priorities of students' families and communities
- decision-making and problem-solving skills needed to address issues identified by students' families and communities
- ICT skills required to identify and research business and community organisations for the establishment of appropriate partnerships and to promote the school's goals and achievements
- interpersonal skills to communicate and relate to students' families and the broader community, including people from diverse backgrounds
- planning, organising and scheduling skills required to plan and implement individual and team activities, projects and functions.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- cultural, social and economic characteristics and aspirations of students' families and communities
- family, business and community contexts and networks
- strategies for developing and maintaining partnerships with families and the broader community
- strategies for effectively communicating with students' families and the broader community
- strategies for involving students' families and communities 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, other Independent Schools and the Supreme Education Council education reforms to students' families and the wider community
- Supreme Education Council and school policies and procedures on building relationships with families and the broader community
- Supreme Education Council reforms.

Required dispositions

This aspect of professional practice requires a commitment to:

- having concern for all aspects of each student's wellbeing and working with families and the broader community to provide diverse learning opportunities for students
- recognising the contribution of families and the broader community to student learning
- the Education for a New Era reforms
- working with families and community members to improve the overall learning environment for students.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to demonstrate the capacity to communicate effectively with families and community members. This may be evidenced through:

- using school processes for communicating with families and the broader community about students and the school's learning programs
- applying ethical and professional behaviour in all interactions with families and the broader community
- identifying the concerns, values and priorities of students' families and communities regarding student learning and curriculum content
- promoting a positive image of the school, other Independent Schools and the Supreme Education Council education reforms to families and the broader community.

Examples of evidence (not to be read as a comprehensive list):

- *a copy of written communication sent by the teacher to the families of students in his or her class to keep them informed about student progress, class activities and the school's learning programs*
- *copies of feedback from families indicating the effectiveness of the relationship the teacher has established with student families and the community*
- *a set of interview questions on student learning devised by the teacher that are used in parent – teacher meetings*
- *extracts from records of meetings with students' families that illustrate the relationship that the teacher has established with students' families*
- *a personal reflection in the teacher's professional journal or diary commenting on the effectiveness of different approaches for promoting the school and SEC policies to families.*

Proficient teachers

Proficient teachers are able to develop and implement communication strategies that foster positive school–family–community relationships and promote the goals and achievements of the school. This may be evidenced through:

- encouraging families and community members to participate in student learning experiences and contribute specialist knowledge and expertise to the planning and implementation of learning programs
- following school policies and procedures to ensure all communications and interactions with families, colleagues, industry and the local community are conducted in an ethical and professional way
- planning and implementing learning experiences that are meaningful to students and build on the knowledge and skills developed through the family and community
- modelling and presenting a professional image in all communications and interactions with families, colleagues, industry and the local community
- creating opportunities, either individually or in collaboration with colleagues, to promote a positive image of the school, other Independent Schools and the Supreme Education Council education reforms to families and the broader community.

Examples of evidence (not to be read as a comprehensive list):

- *a sequence of lesson plans devised and implemented by the teacher that illustrates how involves families and community members are directly involved in activities designed to enhance in student learning*
- *an evaluative statement on the teacher's details of professional development needs in relation to activity attended on building relationships with families and the community*
- *a sample of a written reports or web page devised by the teacher to inform students and families about planned school activities*
- *a modified teaching and learning resource or strategy devised and implemented by the teacher that incorporates specialist knowledge of families and/or community members*
- *a personal reflection in the teacher's professional journal or diary. that comments on his or her capacity to effectively promote the school's goals, achievements, activities and events to community networks.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a written plan for mentoring colleagues on building relations between the school, families and the community*
- *a case study of the teacher's personal role in initiating processes to identify, understand and address the concerns of families about student learning and curriculum content*
- *a case study of the teacher's personally taking a leadership role in enhancing teacher knowledge and understanding about families and the local community*
- *details of professional development activity conducted by the teacher for other staff on school policies and procedures regarding ethical and professional behaviour in dealing with families and the broader community*
- *a statement prepared by the teacher that highlights the reasons and approaches for promoting a positive image of the school*
- *a personal reflection on the teacher's capacity to contribute to the building of effective school and community relationships*
- *a written proposal devised by the teacher for a specific school–business learning partnership.*

12. Reflect on, evaluate and improve professional practice

This standard covers the requirements for reflecting on professional practice, establishing professional learning goals, participating in learning and development activities, and participating in the extended professional community.

Statements	Indicators
12.1 Reflect critically on professional practice.	• Outcomes of work are analysed, professional strengths and weaknesses are identified and effectiveness of teaching and learning practice is evaluated. • Feedback from supervisors, colleagues, students and parents is used to identify potential improvements in teaching and learning practice. • Analysis of teaching and learning practice is used to enhance personal professional theories about the ways individuals and groups learn. • National Professional Standards for Teachers and School Leaders are used in analysing teaching and learning practice and identifying personal professional learning and development needs and goals. • National Professional Standards, including levels and evidence requirements, are read, reviewed and used to identify potential personal career pathways.
12.2 Engage in personal and collegial professional development.	• Learning and development opportunities are identified, planned and undertaken to improve teaching and learning practice. • Information and ideas are sourced, analysed and evaluated to address personal professional development needs. • Educational trends, issues and innovations are analysed in relation to their impact on teaching and learning practices. • Outcomes of evidence-based educational research are reviewed and incorporated, where necessary, in teaching and learning practices. • Information, ideas and understandings about teaching and learning are exchanged with colleagues and other personnel to improve teaching and learning practice. • Ideas and strategies for enhancing professional practice are identified, assessed and incorporated in teaching and learning practice at personal and team levels. • Planned changes to teaching and learning practice stemming from critical self-reflection and learning and development activities are evaluated. • Skills required to effectively manage non-teaching duties are acquired and applied.
12.3 Contribute to learning communities and other professional networks.	• Learning communities and professional networks, both within and outside the school, are identified in line with personal professional expertise, interests and needs. • Potential benefits of involvement in learning communities and professional networks are assessed. • Relevant learning communities and professional networks are accessed to contribute to and enhance personal and team professional practices. • ICT is used to identify and access virtual learning communities and professional networks.
12.4 Participate in school governance.	• Supreme Education Council and school policies and procedures in relation to school governance are known. • Personal role and responsibilities in relation to school governance are fulfilled in line with personal expertise, school priorities, scope of responsibilities and school management structure.

Statements	Indicators
12.5 Meet ethical, accountability and professional requirements.	• Supreme Education Council and school policies and procedures and the relevant position description are followed in performing both teaching and non-teaching duties. • Supreme Education Council and school policies and procedures regarding ethical behaviour, accountability and professional requirements are followed in performing teaching duties. • Supreme Education Council and school policies and procedures are followed to ensure all communication with families, colleagues, industry and the local community is conducted ethically and professionally. • Appropriate procedures and sources of advice for resolving ethical, accountability and professional conflicts involving self and others are known and evaluated. • Personal responsibility for maintaining current knowledge of ethical, accountability and professional requirements is recognised and acted on. • Ethical, accountability and professional issues, including reports of breaches of professional conduct, are assessed, possible solutions and consequences are evaluated, and appropriate actions are determined.

Required skills

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

- analytical and reflection skills to systematically evaluate personal teaching practice, identify gaps in skills or knowledge and establish personal professional development needs and priorities
- communication and negotiation techniques
- decision-making and problem-solving skills to resolve ethical, accountability and professional questions
- ICT skills to access online information and apply tools in identifying, evaluating and addressing personal professional development needs and contributing to online learning communities and professional networks
- interpersonal skills to communicate and relate to a broad range of people from diverse social, economic, cultural and professional backgrounds in an ethical way
- planning, organising and scheduling skills to develop and implement a personal professional development plan and participate in developing and implementing team planning of professional development
- research skills needed to identify, locate and evaluate information related to school governance, professional development, and ethical, accountability and professional questions.

Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- career planning
- ICT to access educational research, learning communities and professional networks
- learning and development programs, activities and resources
- mentoring and coaching techniques
- National Professional Standards for Teachers and School Leaders
- policies developed by the Supreme Education Council and the school on accountability and ethical and professional conduct
- problem-solving strategies
- professional and community networks
- professional bodies and organisations with the capacity to support learning and development activities
- research techniques
- school governance
- school management and organisational structures
- school support services and resources
- strategies for reflective practice
- Supreme Education Council and school policies on ethical, accountability and professional conduct
- ways of sourcing information on educational trends, innovations and issues.

Required dispositions

This aspect of professional practice requires a commitment to:

- collaborating with colleagues to give and receive help
- ethical practice
- professional development and life-long learning
- professional reflection, assessment and learning as an ongoing process
- refining professional practices that address the needs of students and the school community
- strengthening personal and team practices.

Evidence guide

This Evidence Guide identifies the minimum performances that teachers at different career stages are expected to meet in relation to this standard. It is assumed that teachers at higher stages can meet the minimum performances required at all lower stages. The Guide also provides examples of the types of evidence that teachers can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Entry level teachers

Entry level teachers are able to demonstrate a capacity to reflect critically on and improve teaching practice. This may be evidenced through:

- identifying personal professional strengths and weaknesses
- appraising effectiveness of personal teaching and learning practice
- identifying personal professional learning and development needs and goals
- participating in personal and collegial professional development
- identifying and participating in learning communities and professional networks
- following school policies and procedures and the relevant position description in performing both teaching and non-teaching duties.

Examples of evidence (not to be read as a comprehensive list):

- *the notes of meetings that show details of the teacher's participation in learning communities and professional networks*
- *a copy of certificates, reports or record of attendance that confirm the teacher's participation in professional development program*
- *a self evaluation of teaching performance*
- *a supervisor's report on the teacher's willingness and capacity to follow school policies and procedures and the relevant position description in performing both teaching and non-teaching duties*
- *a personal reflection in the teacher's professional journal or diary commenting on his or her professional strengths and weaknesses and professional learning needs and goals.*

Proficient teachers

Proficient teachers are able to reflect critically on personal teaching and learning practice to enhance teaching skills and student learning outcomes. They also engage in professional development to improve teaching and learning practice. This may be evidenced through:

- reflecting critically on professional practice
- using outcomes of critical reflection to identify personal professional learning and development needs and goals
- exchanging information, ideas and understandings about teaching and learning with colleagues and other relevant personnel to improve teaching and learning practice
- accessing relevant learning communities and professional networks to contribute to and enhance personal and team professional practice
- fulfilling personal role and responsibilities in relation to school governance in line with personal expertise and interests, school priorities, scope of responsibilities and school management structure
- following Supreme Education Council and school policies and procedures regarding ethical behaviour, accountability and professional requirements in performing the full range of teaching duties.

Examples of evidence (not to be read as a comprehensive list):

- *a customised teaching and learning resource devised by the teacher that reflects the outcomes of critical reflection on personal teaching practice*
- *the minutes of a school meeting showing the teacher's role in school governance*
- *a receipt or other form of record confirming the teacher's membership of learning community or professional network*
- *an evaluative statement, prepared by the teacher, reflecting on the relevance of a specific professional development activity for the teacher's own professional growth and the enhancement of student learning in the school*
- *a written critical analysis of the teacher's personal teaching practice*
- *a personal reflection in the teacher's professional journal or diary commenting on his or her capacity to meet the school's and the SEC's ethical, accountability and professional requirements for teachers.*

Advanced skill teachers

Advanced skill teachers are able to demonstrate the full range of indicators identified in this standard. They are able to use their expertise to advise, assist and mentor colleagues and lead small teams in the area of work described in this standard.

Examples of evidence (not to be read as a comprehensive list):

- *a written plan prepared by the teacher for evaluating and addressing the professional learning needs of colleagues with reference to the professional standards framework*
- *a case study of the teacher's personal role in identifying, promoting and evaluating personal professional development opportunities for colleagues to ensure engagement in purposeful and ongoing professional learning*
- *professional journal or diary that shows consistent, systematic and critical review of all aspects of practice to improve student learning*
- *the details of successful engagement in planned professional development activities that are designed to improve teaching and learning practice ie: certificate or award.*

National Professional Standards for School Leaders — overview

1. Lead and manage learning and teaching in the school community

1.1 Create a productive, challenging and safe learning environment.

1.2 Lead and manage the implementation of Curriculum Standards and school-developed curricula.

1.3 Promote high quality teaching, learning and assessment.

1.4 Monitor and evaluate the quality of teaching and learning programs.

2. Develop, communicate and report on the strategic vision and aims of the school community

2.1 Lead and manage development of the school's strategic vision and aims.

2.2 Engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision, aims and operations.

2.3 Communicate and promote the strategic vision and aims to the school community.

2.4 Implement, monitor, review and report on the school's strategic vision and aims.

3. Lead and manage change

3.1 Lead the school community in planning the introduction and facilitation of change.

3.2 Develop creative and flexible responses to change.

3.3 Manage emerging challenges and opportunities.

3.4 Respond to Supreme Education Council educational reforms.

4. Lead and develop people and teams

4.1 Model high standards of performance.

4.2 Develop, empower and support individuals and teams.

4.3 Manage individual and team performance.

4.4 Develop networks to support individuals and teams.

5. Develop and manage school–community relations

5.1 Create positive relationships with families to enhance student learning.

5.2 Build school–community partnerships to enhance student learning.

5.3 Communicate effectively with the school community.

6. Develop and manage resources

6.1 Allocate resources to create and maintain an effective learning environment

6.2 Manage human resources to create and maintain an effective learning environment.

6.3 Manage financial resources to create and maintain an effective learning environment.

6.4 Manage school data and ICT resources to create and maintain an effective learning environment.

6.5 Manage facilities to create and maintain an effective learning environment.

6.6 Report to the Board of Trustees on effective management of school resources.

7. Reflect on, evaluate and improve leadership and management

7.1 Lead the evaluation of school performance.

7.2 Model a culture of personal and collegial performance improvement and life-long learning.

7.3 Contribute to learning communities and other professional networks.

1. Lead and manage learning and teaching in the school community

This standard covers the requirements for leading and managing learning and teaching through creating learning environments that maximise student outcomes, articulating high expectations, implementing national and school-based curricula and offering and evaluating high quality learning and teaching.

Statements	Indicators
1.1 Create a productive, challenging and safe learning environment.	• School policies and procedures are established, implemented and reviewed that focus on the individual learner's attainment and achievement, the provision of quality learning experiences and the promotion of positive student–teacher relationships. • Collaborative strategies are used to identify and build a commitment to providing a productive, caring, challenging, supportive and safe learning environment for students and teachers. • A culture of high expectations in terms of academic achievement and personal behaviour is established and promoted within the school community. • School policies and procedures are established, implemented and reviewed that ensure fair, non-discriminatory and equitable treatment for all students. • School policies and procedures are established, implemented and reviewed that recognise and celebrate individual and organisational success and achievement.
1.2 Lead and manage the implementation of Curriculum Standards and school-developed curricula.	• School policies and procedures for identifying the learning needs of all students are established, implemented and reviewed. • Curriculum Standards and other course documents are interpreted, communicated to staff and implemented in line with Supreme Education Council and school policies. • School policies and procedures for developing, documenting and implementing school-based curricula are established, implemented and reviewed. • Curriculum review processes are established, implemented and monitored. • Outcomes of curriculum review processes are communicated to the Board of Trustees, school community, the Supreme Education Council and other stakeholders, and used to inform future curriculum development.
1.3 Promote high quality teaching, learning and assessment.	• A vision of high quality teaching, learning and assessment that maximises outcomes for all students is developed in collaboration with and communicated to students, staff, community members and other stakeholders. • A whole-school approach to learning, teaching and assessment, embedding the National Professional Standards for Teachers and School Leaders, is developed, implemented and promoted within the school community. • School policies and procedures are planned and implemented that support teachers to: – identify learning goals that reflect Curriculum Standards and school-developed curricula - incorporate information on students in the design of learning experiences - plan for students with special requirements in the design of learning experiences - identify and apply innovative and flexible strategies to maximise student learning - establish student assessment processes and materials that are authentic, valid, reliable, fair, flexible and consistent - plan, conduct and report the outcomes of student assessment - review and evaluate learning experiences. • School policies and procedures are established, implemented and reviewed for monitoring, measuring and reporting the achievement of student learning outcomes. • Systems are established, implemented and reviewed for recording, storing, reporting and reviewing student assessment outcomes. • Results of the assessment of student learning, through national and school assessments, are reported to the Board of Trustees, parents, the school community and other stakeholders.

Statements	Indicators
1.4 Monitor and evaluate the quality of teaching and learning programs.	• A range of quality assurance systems is identified, implemented and reviewed, in consultation with the Board of Trustees, to ensure the quality and consistency of teaching and learning programs offered by the school. • Qualitative and quantitative data is collected, analysed and used to monitor and evaluate the quality of teaching and learning programs. • School policies and procedures are established, implemented and reviewed that involve all teaching staff in examining, interpreting and using data to inform the review and development of teaching and learning programs. • Opportunities are provided for staff, the Board of Trustees, parents and relevant community members to participate in the monitoring and evaluation of teaching and learning programs. • Reports on the quality of the school's teaching and learning programs and performance against agreed quality indicators are regularly and systematically provided to the Board of Trustees.

Required skills

This standard for school leaders requires knowledge and understanding of and the ability to apply:

- analytical skills to evaluate qualitative and quantitative data used to monitor and evaluate the quality of teaching and learning programs
- consensus-building and negotiation skills to identify and communicate a shared vision for teaching, learning and assessment
- decision-making and problem-solving skills to make sound judgements on the school's teaching, learning and assessment policies and procedures
- ICT skills to source and analyse data related to student and school performance
- interpersonal and communication skills to explain the school's vision of teaching, learning and assessment to students, staff, parents and the community
- motivational skills to inspire teachers, students and the community to adopt new teaching, learning and assessment programs, strategies and resources
- reporting skills to inform the Board of Trustees and other stakeholders on the quality of the school's teaching and learning programs
- research skills to locate and evaluate new developments in teaching, learning and assessment
- self-management skills to lead the development of school policies and procedures related to teaching, learning and assessment.

Required knowledge

This standard for school leaders requires knowledge and understanding of:

- assessment systems and procedures
- change processes for systems, organisations and individuals
- continuous improvement
- curriculum design, implementation and evaluation
- Curriculum Standards and school-developed curricula
- development of teaching, learning and assessment systems
- diversity and its meaning for educational programs
- effective communication techniques
- effective consensus-building and negotiation techniques
- information sources, data collection and data analysis strategies
- leadership and management concepts
- learning theories
- measurement, evaluation and assessment strategies
- motivational theories
- phases of learning reflected in elementary, preparatory, secondary and model schools
- policies and documents developed by the Supreme Education Council, the Education Institute and the Evaluation Institute
- principles of effective instruction
- professional development models
- qualitative and quantitative data used to monitor and evaluate the quality of teaching and learning programs
- quality assurance systems
- school cultures
- school self-review
- special learning requirements
- student growth and development.

Required dispositions

This standard for school leaders requires a commitment to:

- accepting responsibility for maximising the learning outcomes of all students
- acknowledging that children and adolescents learn in different ways and bring particular talents and strengths to learning
- believing that all children and adolescents can learn and achieve success at high levels
- collaboratively developing, implementing and reviewing teaching and learning programs
- continuously examining personal beliefs and practices about teaching and learning
- promoting a safe, challenging and supportive learning environment
- promoting a school vision of high standards of learning
- student learning as the fundamental purpose of schooling
- valuing continuous school improvement.

Evidence guide

This Evidence Guide identifies the minimum performances that leaders at different career stages are expected to meet in relation to this standard. It is assumed that leaders at the higher stage can also meet the minimum performances required at the lower stage. The Guide also provides examples of the types of evidence that leaders can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Middle managers

Leaders at middle manager level demonstrate a high level understanding of the requirements of the National Professional Standards for Teachers. They use this understanding to routinely lead, advise and mentor peers to:

- implement relevant Curriculum Standards and school-developed curricula
- design, implement and model high quality learning experiences for individuals and groups of students.

They are able to demonstrate the indicators in this standard as they apply them within the context of their role. This may be evidenced as they:

- contribute to the development of school policies and procedures
- utilise school policies and procedures in curriculum implementation and quality teaching
- model, facilitate and maintain a productive, challenging and safe learning environment
- promote, model and support high quality teaching, learning and assessment that maximises outcomes for students
- implement and monitor quality assurance arrangements to ensure the quality and consistency of teaching and learning programs
- support teachers to monitor and evaluate the quality of teaching and learning programs.

Examples of evidence (not to be read as a comprehensive list):

- *medium and long term teaching and learning programs*
- *lessons plans (both personally and collaboratively developed, and annotated following evaluation)*
- *collaboratively developed classroom materials and resource lists*
- *tools for collecting basic information on students' learning needs*
- *documentation of learning experiences that incorporate students' learning needs*
- *tools to collect feedback on learning programs*
- *documentation of assessment processes, tools and their review*
- *systems for recording, storing, reporting and reviewing student assessment outcomes*
- *analysis of quality assurance data*
- *personal reflections in professional journal or diary.*

Senior managers

Leaders at senior manager level demonstrate a very high level understanding of the requirements of the National Professional Standards for Teachers. They use this understanding as a basis to lead and manage the implementation of Curriculum Standards and school-developed curricula and to assure quality teaching and learning outcomes across the school.

Leaders at senior manager level are able to demonstrate the full range of indicators in this standard. They apply this range in a context where they:

- promote, create and maintain a productive, challenging and safe learning environment across the whole school
- lead and influence strategic school policies with whole-school approaches to curriculum implementation and quality teaching and learning
- interpret, communicate and contribute to the reform agenda of the Supreme Education Council
- report to the Board of Trustees on the quality of the school's teaching and learning programs
- support middle managers and teachers to promote, monitor and evaluate the quality of teaching and learning programs
- engage with the extended school community, including families and the Board of Trustees.

Examples of evidence (not to be read as a comprehensive list):

- *initiation of collaborative processes (for example presentations and planning)*
- *development, review and documentation of whole-school policies and procedures*
- *planning delegated to and implemented by middle managers*

- *initiation of and contribution to networks*
- *communication and interpretation of Supreme Education Council policies*
- *contribution to Supreme Education Council policy development*
- *qualitative and quantitative data collected, analysed and used to monitor and evaluate the quality of teaching and learning programs*
- *reports provided to the Board of Trustees on the quality of the school's teaching and learning programs and performance against agreed quality indicators*
- *documentation of reflection on personal performance, identification of goals and professional learning undertaken to strengthen this aspect of practice.*

2. Develop, communicate and report on the strategic vision and aims of the school community

This standard covers the requirements for leading and developing the strategic vision and aims of the school, communicating and promoting these to the school community, and implementing, monitoring, reviewing and reporting on their effectiveness.

Statements	Indicators
2.1 Lead and manage development of the school's strategic vision and aims.	• Collaborative processes are used to develop the strategic vision and aims of the school to reflect the needs of the school community, the Independent Schools Operating Agreement, the education reform program of the Supreme Education Council and the broader aims of Qatari society. • Global and local trends in education and the broader society are considered in formulating the school's strategic vision and aims. • Communication processes are established, implemented and reviewed to provide opportunities for staff, students, families and community members to participate in the development of the school's strategic vision and aims.
2.2 Engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision, aims and operations.	• School policies and procedures are established and implemented for the setting up and operation of the Board of Trustees, including the identification of membership, elections, operating procedures and terms of reference of the Board. • School policies and procedures are established and implemented for the conduct of elections for membership of the Board of Trustees. • School policies and procedures are established and implemented for the induction and ongoing professional development of members of the Board of Trustees. • High level administrative and support services are provided to members of the Board of Trustees to ensure the efficient operation of the Board and the engagement of the Board in the development, ongoing review and decision making concerning the school's strategic vision, aims and operations. • A schedule of meetings and an action plan for the Board of Trustees are established, in consultation with the Board, to ensure the efficient and effective operation of the Board. • Procedures are established and implemented for regularly reporting to the Board of Trustees on developments within the school using the school self-review (SSR) quality indicators. • Procedures are established and implemented for communicating decisions of the Board of Trustees to school management, staff, parents, students and the broader community.
2.3 Communicate and promote the strategic vision and aims to the school community.	• Strategies are developed, implemented and monitored for effectively communicating the strategic vision and aims of the school to staff, students, families and community members. • Strategies are developed, implemented and reviewed for building the commitment of staff, students, families and community members to the school's strategic vision and aims.
2.4 Implement, monitor, review and report on the school's strategic vision and aims.	• Processes are established, implemented and reviewed for aligning school policies and procedures with the strategic vision and aims of the school. • Strategies are developed, implemented and promoted that embed the strategic vision and aims of the school in all aspects of school life. • Processes are established in collaboration with the school community to monitor and assess the continuing relevance of the strategic vision and aims of the school. • Accurate and effective reports are provided to the Board of Trustees on matters related to the strategic direction, performance and operation of the school.

Required skills

This standard for school leaders requires knowledge and understanding of and the ability to apply:

- administrative skills to provide high quality support services to the Board of Trustees
- analytical skills to monitor and evaluate trends in education and society to inform the development and review of the school's strategic vision and aims
- consensus-building, negotiation and strategic planning skills to develop and communicate the shared strategic vision and aims of the school
- decision-making and problem-solving skills to make sound judgements on the development of the school's vision and aims
- entrepreneurial skills to market the strategic vision and aims of the school and achieve recognised benefits for the school, students, staff and the community
- ICT skills to source and analyse data related to global and local trends in education and society that may impact on the school's strategic vision and aims
- interpersonal and communication skills to communicate the school's strategic vision and aims to students, staff, parents and the community
- management and organisational skills to effectively engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision, aims and operations
- motivational skills to inspire teachers, students and the community to commit to working towards achieving the school's strategic vision and aims
- reporting skills to ensure accurate and effective reporting to the Board of Trustees on matters related to the strategic direction, performance and operation of the school
- research skills to identify and appraise the expressed and potential needs of the school community and how this may impact on the school's strategic vision and aims
- self-management skills to lead the development of school policies and procedures related to the strategic vision and aims.

Required knowledge

This standard for school leaders requires knowledge and understanding of:

- accountability of school management to the Board of Trustees
- best practice and research on improving academic achievement
- change processes for systems, organisations and individuals
- communication techniques
- consensus-building and negotiation techniques
- contemporary education issues
- continuous improvement
- information sources
- leadership and management concepts
- local and national factors that affect education
- measurement, evaluation and assessment strategies
- meeting procedures
- motivational theories and techniques
- organisational culture
- policies and documents developed by the Supreme Education Council, the Education Institute and the Evaluation Institute
- process of change and paradigm shifts
- professional development models
- qualitative and quantitative data collection and analysis techniques
- quality assurance systems
- relationship between budgeting and planning
- relationship building techniques
- roles and responsibilities of School Operators/ Principals and the Board of Trustees in planning and implementing school strategic vision and aims
- short and long term planning tools
- SSR quality indicators
- strategic planning processes
- strategies to involve and communicate with the community
- the range of viewpoints in the school community
- the Supreme Education Council reform program
- vision, beliefs and mission of School Operators/ Principals and the Board of Trustees
- visioning techniques.

Required dispositions

This standard for school leaders requires a commitment to:

- collaborative development, implementation and review of the strategic vision and aims
- continuous school improvement
- continuously examining personal beliefs and practices about achieving the strategic vision and aims
- exhibiting a positive attitude towards change and capitalising on change to achieve benefits for the school community
- generating excitement, enthusiasm, confidence and commitment to the school's strategic vision and aims
- instilling pride in the school's achievements
- persuading and influencing others by planning, adapting and using a broad range of tactics and strategies to gain commitment to the school's strategic vision and aims
- the reform agenda of the Supreme Education Council
- the school's vision and aims, and accepting responsibility and accountability for their implementation.

Evidence guide

This Evidence Guide identifies the minimum performances that leaders at different career stages are expected to meet in relation to this standard. It is assumed that leaders at the higher stage can also meet the minimum performances required at the lower stage. The Guide also provides examples of the types of evidence that leaders can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Middle managers

Leaders at middle manager level demonstrate a high level understanding of this standard. They use this understanding to routinely lead, advise and mentor peers to contribute to the development, achievement and monitoring of the shared strategic vision and aims of the school.

They are able to demonstrate the indicators in this standard as they apply them within the context of their role. This may be evidenced as they:

- undertake strategic and collaborative planning for their area of responsibility
- provide input into key aspects of whole-school strategic planning
- contribute to the development of the shared strategic vision and aims for the school
- promote and communicate the strategic vision and aims to colleagues, students and the community
- monitor their area of responsibility for achievement of school aims
- contribute to ongoing whole-school review processes and the three-year review
- prepare documentation to contribute to the Annual Report.

Examples of evidence (not to be read as a comprehensive list):

- *strategic planning processes and documentation*
- *active participation in activities to promote the school's strategic vision and aims*
- *alignment of planning and activities with the school's strategic vision and aims*
- *communication of the Board of Trustees' decisions to staff in subject and age phase teams.*

Senior managers

Leaders at senior manager level demonstrate a very high level understanding of the requirements of this standard. They use this understanding as a basis to lead and manage collaborative and complex processes to identify, build commitment to and monitor the achievement of a shared strategic vision and aims for the school to optimise student outcomes.

Leaders at senior manager level are able to demonstrate the full range of indicators in this standard. They apply this range in a context where they:

- initiate and manage complex processes to develop a shared strategic vision and school aims as a basis for whole-school planning and achievement
- engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision, aims and operations
- communicate and build commitment to that vision with all members of the school community
- develop, implement and review school policies and procedures to ensure alignment with the vision and aims
- monitor the achievement of the aims and adjust planning as required.

Examples of evidence (not to be read as a comprehensive list):

- *communication of vision to challenge teachers and the school community*
- *communication of high expectations*
- *documentation of complex and whole-school strategic planning*
- *engagement with the whole-school community*
- *set up the Board of Trustees and engage the Board in establishing the school's strategic visions and aims*
- *provision of high level administrative and support services to the Board of Trustees*
- *report to the Board of Trustees on SSR quality indicators*
- *review of the school's strategic vision and aims*
- *marketing of the strategic vision and aims of the school and achievement of recognised benefits for the school, students, staff and the community*
- *documentation of reflection on personal performance, identification of goals and professional learning undertaken to strengthen this aspect of practice.*

3. Lead and manage change

This standard covers the requirements for leading and managing change, which include leading the school community in planning change, developing responses to change, managing emerging challenges and opportunities, and responding to Supreme Education Council reforms.

Statements	Indicators
3.1 Lead the school community in planning the introduction and facilitation of change.	• Leadership is provided to the school community in planning processes to introduce and facilitate change. • Plans to introduce change are made in consultation with appropriate stakeholders, including the Board of Trustees, students, staff, parents and the community. • School objectives and plans to introduce change are communicated effectively to individuals and teams within the school as well as parents and the broader community. • Strategies are developed, implemented and reviewed that engage the Board of Trustees and other members of the school community in examining the forces for change and implications at local, national and international levels. • Planning and communication processes acknowledge and take account of the different ways that people respond to change.
3.2 Develop creative and flexible responses to change.	• A range of approaches to managing issues and problems is identified and analysed. • Risks are identified and assessed, and action is initiated to manage these to achieve a recognised benefit to the school, students, staff and the community. • School management practices promote the development of innovative approaches and outcomes. • Creative and responsive approaches to resource management are used to accommodate change that will enhance the quality of teaching and learning provided by the school.
3.3 Manage emerging challenges and opportunities.	• Individuals and teams are supported to respond effectively and efficiently to changes in the school's goals, plans and priorities. • Mentoring and coaching are used to assist individuals and teams to develop knowledge, skills and attitudes to handle change efficiently and effectively. • Challenges and opportunities are identified and appropriate actions taken to make adjustments and respond to the changing needs of students, parents, the community and other stakeholders. • Information needs of individuals and teams are anticipated and facilitated as part of change implementation and management. • Recommendations for improving the methods to manage change are identified, evaluated and negotiated with appropriate individuals and groups.
3.4 Respond to Supreme Education Council educational reforms.	• Strategies are developed, implemented and reviewed for interpreting and communicating the reform agenda of the Supreme Education Council to the Board of Trustees and other members of the school community. • Strategies are implemented that identify and incorporate the implications and benefits of Supreme Education Council reforms in the review of the school's goals, programs and operations. • Strategies are developed, implemented and reviewed for involving the Board of Trustees and other members of the school community in designing and implementing strategies to realise Supreme Education Council reforms. • Processes are established to communicate decisions and transition arrangements to accommodate Supreme Education Council reforms. • Strategies are used that incorporate response to Supreme Education Council reforms in learning and development plans of school management and staff.

Required skills

This standard for school leaders requires knowledge and understanding of and the ability to apply:

- analytical skills to identify, interpret and reach an informed opinion on the forces leading to change, innovation and educational reform
- change management skills to successfully lead the implementation of change and innovation in the school community
- consensus-building and negotiation skills to inform, persuade and reach agreement with staff, students, families and the community about education reform, change and innovation
- decision-making and problem-solving skills to make sound judgements on issues that emerge in the planning and facilitation of change
- entrepreneurial skills to capitalise on change and achieve recognised benefits for the school, students, staff and the community
- ICT skills to maintain effective and up-to-date information on educational reforms and innovation
- interpersonal, communication and mediation skills to inspire and encourage staff, students and the community to support change and continuous improvement
- networking skills to attract and maintain business and community support for education reforms, change and innovation
- presentation skills to effectively represent the benefits of education reforms, change and innovation in community settings and the media
- research skills to gather, collate and interpret information on key education reforms.

Required knowledge

This standard for school leaders requires knowledge and understanding of:

- change and innovation management
- change processes
- consultation and communication techniques
- current theories relating to learning organisations, futures and innovative/creative thinking, personal and organisational change and development, human resource development, adult learning, team learning and emerging trends
- factors that cause resistance to change
- leadership and mentoring techniques
- planning and monitoring procedures
- problem identification and resolution
- professional development and training opportunities
- record keeping and management methods
- risk identification and management
- risk management strategies
- role of the Board of Trustees in change processes
- sources of change
- Supreme Education Council education reforms.

Required dispositions

This standard for school leaders requires a commitment to:

- accepting responsibility
- collaboration and communication with students, staff, families and other stakeholders
- high quality standards, expectations and performances
- involving stakeholders in management processes
- making management decisions to enhance teaching and learning
- seeing challenges and change as learning opportunities
- taking a positive approach to the challenges and opportunities change presents
- taking risks to improve schools.

Evidence guide

This Evidence Guide identifies the minimum performances that leaders at different career stages are expected to meet in relation to this standard. It is assumed that leaders at the higher stage can also meet the minimum performances required at the lower stage. The Guide also provides examples of the types of evidence that leaders can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Middle managers

Leaders at middle manager level demonstrate a high level understanding of the requirements of this standard. They use this understanding to routinely lead, advise and mentor peers to understand and respond positively to a changing education environment.

They are able to demonstrate the indicators in this standard as they apply them within the context of their role. This may be evidenced as they:

- plan for and facilitate the introduction of change with groups of teachers and students
- develop and model creative and flexible responses to change
- manage emerging challenges and opportunities
- respond to the Supreme Education Council reform agenda.

Examples of evidence (not to be read as a comprehensive list):

- *promotion and communication of rationale for change and the Supreme Education Council reform agenda with groups of teachers, students, families and the community*
- *implementation of communication processes to explain and discuss change rationale and possible responses*
- *contribution to whole-school and community discussion and debate*
- *use of varying approaches to support different responses to change*
- *planning processes, resource allocation and documentation that identify methods to improve change management*
- *development and documentation of transition arrangements to incorporate change*
- *collection of data to anticipate needs related to change implementation and management.*

Senior managers

Leaders at senior manager level demonstrate a very high level understanding of the requirements of this standard. They use this understanding as a basis to lead and manage the introduction and facilitation of change with the whole-school community.

Leaders at senior manager level are able to demonstrate the full range of indicators in this standard. They apply this range in a context where they:

- promote, introduce, facilitate and plan change across the whole school
- develop creative and flexible responses to change to facilitate acceptance by the school community
- engage the Board of Trustees and other stakeholders in change processes
- identify, analyse and address challenges and opportunities
- interpret, communicate and respond to the Supreme Education Council reform agenda.

Examples of evidence (not to be read as a comprehensive list):

- *engagement of the whole-school community in rationale for and introduction of change*
- *communication of benefits and opportunities presented by change*
- *capitalising on change and achieving benefits for the school, students, staff and the community*
- *development and documentation of transition arrangements to incorporate whole-school change*
- *change implementation delegated to and undertaken by middle managers and teachers*
- *contribution to the Supreme Education Council reform agenda and implementation of programs*
- *documentation of reflection on personal performance, identification of goals and professional learning undertaken to strengthen this aspect of practice.*

4. Lead and develop people and teams

This standard covers the requirements for leading and developing people and teams through modelling high standards of performance, developing, empowering and supporting individuals and teams, monitoring performance and establishing support networks.

Statements	Indicators
4.1 Model high standards of performance.	• Personal work practices model high standards of performance, interpersonal relationships, personal integrity and ethical behaviour. • Personal work practices reflect an understanding and respect for individual differences and work practices are adapted to meet the specific needs of students, teachers, parents and community members. • Professional relationships based on mutual respect, trust and openness are developed and maintained with students, teachers, parents and community members, using effective personal and interpersonal capabilities. • People and team management practices are consistent with relevant employment legislation and school employment agreements. • Personal leadership style and skills are analysed and evaluated and, where necessary, strategies are adopted for improving this aspect of professional practice.
4.2 Develop, empower and support individuals and teams.	• Strategies are developed and implemented that empower individuals, promote ambition and foster collegiality to build school capacity and enhance student learning. • Professional development strategies, including mentoring and coaching, are applied to build school capacity by developing the teaching, management and leadership skills of others. • Team structures and processes are planned, implemented and reviewed that align to the school's strategic vision and the Independent Schools Operating Agreement. • School policies and procedures are established, implemented and reviewed that empower teams, build capacity and hold teams accountable for outcomes. • Individuals and teams are actively encouraged and supported in assessing skills, identifying learning needs and sourcing learning opportunities.
4.3 Manage individual and team performance.	• School policies and procedures are established and maintained, in consultation with the Board of Trustees, for managing individual and team performance. • Action plans are established for ensuring that school performance management policies and procedures are effectively communicated and systematically implemented across the school and that constructive formal and informal feedback is provided to individuals and teams on a regular basis. • Reporting processes are established and implemented to ensure that the Board of Trustees is kept informed of the aggregate outcomes of the performance management system and is actively involved in evaluation and review of the performance management system. • Procedures are established for identifying and reinforcing performance above expectations through recognition and continuous feedback. • Procedures are established for identifying performance below expectations and for developing plans with individuals and teams to address performance issues. • Action plans for improving individual and team performance are established, monitored, documented and reported in line with school and legal requirements.
4.4 Develop networks to support individuals and teams.	• Networks within and outside the school are established, accessed and maintained to support the work of individuals and teams and build the capacity of the school to support student achievement. • The effectiveness of school and community-based networks in supporting the work of individuals and teams and building school capacity is reviewed on an ongoing basis.

Required skills

This standard for school leaders requires knowledge and understanding of and the ability to apply:

- analytical skills to evaluate individual and team performance and, where necessary, establish action plans to improve performance
- consensus-building and negotiation skills to foster effective teams
- decision-making and problem-solving skills to make sound judgements on issues and problems that concern individuals and teams
- ICT skills to source and analyse data related to individual and team performance
- interpersonal and communication skills to foster collegiality with the aim of building school capacity and enhancing student learning
- mentoring and coaching skills to build school capacity by developing the teaching, management and leadership skills of others
- motivational skills to inspire individuals and teams to adopt new teaching, learning and assessment programs, strategies and resources
- networking skills to identify community and other resources to support the work of individuals and teams
- research skills to locate and evaluate new developments in people and team management
- self-management skills to analyse and evaluate personal leadership style and skills and, where necessary, adopt strategies for improving this aspect of professional practice.

Required knowledge

This standard for school leaders requires knowledge and understanding of:

- accountability procedures
- capacity building methodologies
- collaborative decision-making processes
- conflict and conflict resolution strategies
- consultation and communication techniques and strategies
- employment legislation and school employment agreements
- leadership concepts and practices
- leadership styles
- mentoring and coaching techniques
- networking techniques
- people management
- performance management systems
- performance standards
- processes for monitoring team and own performance
- professional development strategies
- responsibilities of the Board of Trustees and school leaders in the school performance management system
- team formation, development and maintenance
- team roles and responsibilities
- team structures and processes.

Required dispositions

This standard for school leaders requires a commitment to:

- a school vision of high standards of learning
- collaborative decision making and shared leadership
- continuous school improvement
- high standards of performance, personal integrity and ethical behaviour
- involving individuals and teams in decision making and management processes
- professional development as an integral part of school improvement
- trusting people and their judgements.

Evidence guide

This Evidence Guide identifies the minimum performances that leaders at different career stages are expected to meet in relation to this standard. It is assumed that leaders at the higher stage can also meet the minimum performances required at the lower stage. The Guide also provides examples of the types of evidence that leaders can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Middle managers

Leaders at middle manager level demonstrate a high level understanding of the requirements of this standard. They use this understanding, reinforced by high standards of personal performance, as a basis to routinely develop, empower and support effective teams.

They are able to demonstrate the indicators in this standard as they apply them within the context of their role. This may be evidenced as they:

- model high quality work practices and professional relationships
- develop, empower and support individuals and teams
- implement the school performance management system
- monitor individual and team performance
- access and promote the use of appropriate support networks.

Examples of evidence (not to be read as a comprehensive list):

- *action planning for implementation of the school performance management system*
- *implementation of a performance management system within a subject or age phase team of staff*
- *interpersonal and communication skills*
- *mentoring programs and their evaluation*
- *collaborative planning and resource compilation*
- *team reflection and sharing processes to examine and strengthen practice*
- *team processes that are aligned to the school's strategic vision and aims*
- *implementation of school policies and procedures to monitor and reflect on individual and team performance*
- *team professional development plans compiled to meet individual and team identified learning needs*
- *initiation, contribution to and promotion of networks to support individuals and teams*
- *documentation of personal reflection and identification of goals and professional learning undertaken to strengthen this aspect of practice.*

Senior managers

Leaders at senior manager level demonstrate a very high level understanding of the requirements of this standard. They use this understanding, reinforced by exemplary standards of personal performance, as a basis to develop, empower and support the full range of individuals and teams operating across the school community.

Leaders at senior manager level are able to demonstrate the full range of indicators in this standard. They apply this range in a context where they:

- access and promote the use of appropriate networks to support strategic goals and processes across and beyond the school community
- consistently model exemplary work practices and professional relationships with individuals and teams across the school community
- develop, empower and support individuals and teams across the school community
- develop, empower and support middle managers as an effective leadership team for the school community
- establish a school performance management system
- monitor individual and team performance
- report on aggregate outcomes of the school performance management system to the Board of Trustees.

Examples of evidence (not to be read as a comprehensive list):

- *collection, analysis and use of qualitative and quantitative data to monitor and evaluate personal, individual and team performance*
- *development, implementation and review of policies and procedures to monitor personal, individual and team performance*

- *documentation of personal reflection and identification of goals and professional learning undertaken to strengthen this aspect of practice*
- *engagement of the Board of Trustees in the design, evaluation and review of the school performance management system*
- *exemplary personal work practices and professional relationships*
- *mentoring and leading middle management in implementation of the school performance management system*
- *mentoring programs and evaluation of participants*
- *reports to the Board of Trustees on school performance management systems*

whole-school professional development plans constructed from monitoring and evaluation processes.

5. Develop and manage school–community relations

This standard covers the requirement for effectively managing school–community relations through creating positive relations with students' families, building school–community partnerships to enhance student learning, and communicating effectively with the school community.

Statements	Indicators
5.1 Create positive relationships with families to enhance student learning.	• Formal and informal processes are established for communicating with families about students, teaching and learning programs, and the directions, priorities and operations of the school. • Systems are established for analysing information on the priorities, values and concerns of students' families and using this data to inform the design of school programs and activities. • School policies and procedures are established, implemented and reviewed that create respect for the priorities, values and concerns of students' families and a commitment to responding promptly and openly to family concerns. • School policies and procedures are established, implemented and reviewed that enable families to provide input into important decisions regarding their children's education. • School policies and procedures are established, implemented and reviewed that encourage the participation of family members in the design, teaching and review of programs and activities. • Strategies are developed and implemented for building the capacity of staff to engage with families.
5.2 Build school–community partnerships to enhance student learning.	• Partnerships are established and maintained with business, industry, other educational institutions, government agencies and community bodies to strengthen the relevance of learning programs and school activities. • Business, industry, other educational institutions, government agencies and community bodies are engaged in the design and implementation of school programs that provide students with opportunities to actively contribute to their communities. • Opportunities are created, either individually or in collaboration, to promote a positive image of the school, other Independent Schools and the Supreme Education Council reforms to the community. • Community networks are established, maintained and used to promote school activities, events and achievements. • Strategies are developed to build capacity and foster the engagement of individuals and teams within the Board of Trustees in creating relations between the school and the community.
5.3 Communicate effectively with the school community.	• School policies and procedures are established, implemented and reviewed for effectively communicating with the school community. • Communication with the school community, including the media, is characterised by the clear expression of informed ideas and feelings, professional personal presentation, and a capacity to listen and provide considered feedback. • Communication with the school community, including the media, is sensitive to the priorities, values and concerns of students, their families and the community. • Processes are developed and implemented to monitor, review, improve and extend communication with the school community.

Required skills

This standard for school leaders requires knowledge and understanding of and the ability to apply:

- analytical skills to identify the educational expectations and aspirations of students, their families and the local community
- consensus-building and negotiation skills to establish agreed education aims between the school, family, business, community and other stakeholders
- decision-making and problem-solving skills to make sound judgements on issues and problems that emerge in relations between the school, students' families and community organisations
- ICT skills to maintain effective and up-to-date data on families, businesses, community organisations and other stakeholders
- interpersonal and communication skills to initiate and maintain school, family, business, community, government, industry and higher education partnerships
- networking skills to attract and maintain business and community support for school programs
- presentation skills to effectively represent the school in community settings and the media
- research skills to gather, collate and interpret information on the priorities, values and concerns of students' families and the wider community.

Required knowledge

This standard for school leaders requires knowledge and understanding of:

- community relations and marketing strategies and processes
- community resources
- cultural, social and economic characteristics and aspirations of students' families and communities
- emerging issues and trends that potentially impact on the school community
- family, business and community contexts and networks
- media relations and techniques for effectively using the media to promote the school
- presentation and communication techniques
- priorities, values and concerns of families and the community
- social and cultural differences in school families and the community
- strategies for developing and maintaining partnerships with families and the broader community
- strategies for effectively communicating with students' families and the broader community
- strategies for involving students' families and communities 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, other Independent Schools and the Supreme Education Council reforms to students' families and the wider community
- successful models of school, family, business, community, government, industry and higher education partnerships
- Supreme Education Council and school policies and procedures on building relationships with families and the broader community
- Supreme Education Council reforms
- the conditions and dynamics of the diverse school community
- the diverse range of people and skills in the school community.

Required dispositions

This standard for school leaders requires a commitment to:

- an informed public
- being concerned about all aspects of students' wellbeing and working with families and the broader community to provide diverse learning opportunities for students
- collaboration and communication with families and the community
- involving families and other stakeholders in school decision-making processes
- recognising the contribution of families and the broader community to student learning
- schools operating as an integral part of the larger community
- seeing families as partners in the education of their children
- the proposition that diversity enriches the school
- the proposition that families have the best interests of their children in mind
- using the resources of the family and community to contribute to the education of students
- working with families and community members to improve the overall learning environment for students.

Evidence guide

This Evidence Guide identifies the minimum performances that leaders at different career stages are expected to meet in relation to this standard. It is assumed that leaders at the higher stage can also meet the minimum performances required at the lower stage. The Guide also provides examples of the types of evidence that leaders can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Middle managers

Leaders at middle manager level demonstrate a high level understanding of the requirements of this standard. They use this understanding to routinely lead, advise and mentor peers to build and use positive relationships with families and partner with the broader community to enhance student learning.

They are able to demonstrate the indicators in this standard as they apply them within the context of their role. This may be evidenced as they:

- create positive relationships with students' families to support student learning
- build productive relationships with the broader community to enhance student learning
- communicate effectively to families and the school community.

Examples of evidence (not to be read as a comprehensive list):

- *regular and effective communication with families about students' learning*
- *collection and analysis of information on families' priorities, values and concerns*
- *learning experiences and planning that incorporates information gathered*
- *processes and routines to share effective strategies*
- *collaborative identification and consideration of appropriate partnerships*
- *implementation and review of school policies and procedures for communicating with the school community and media*
- *documentation of personal reflection and identification of goals and professional learning undertaken to strengthen this aspect of practice.*

Senior managers

Leaders at senior manager level demonstrate a very high level understanding of the requirements of this standard. They use this understanding as a basis to model and nurture productive relationships with families and the broader community to enhance student learning and maintain these relationships through effective communication.

Leaders at senior manager level are able to demonstrate the full range of indicators in this standard. They apply this range in a context where they:

- model and nurture positive relationships with students' families to support student learning
- seek and build productive relationships with the broader community to enhance student learning
- communicate effectively with families, the school community and beyond.

Examples of evidence (not to be read as a comprehensive list):

- *development, implementation and review of school policies, procedures and guidelines to support positive relationships and effective communication with families and the school community*
- *partnership building with relevant businesses, institutions, government agencies and community bodies to enhance school capacity, student learning opportunities and staff development*
- *involvement of families in understanding and decision making regarding school learning programs and operations*
- *productive relationships and effective use of the media*
- *initiation, modelling and use of appropriate networks at whole-school and community levels*
- *capacity building of key groups such as the Board of Trustees*
- *documentation of personal reflection and identification of goals and professional learning undertaken to strengthen this aspect of practice.*

6. Develop and manage resources

This standard covers the requirement to manage the human and physical resources of the school to create, maintain and monitor an effective learning environment. This includes management of the school's human, financial, physical and ICT resources.

Statements	Indicators
6.1 Allocate resources to create and maintain an effective learning environment.	• Resource allocation decisions are made, in consultation with the Board of Trustees, to ensure the best use of available resources to create, maintain and monitor an appropriate learning environment and support continuous improvement. • Resource allocation decisions are made taking into account Supreme Education Council requirements as well as child safety, health and safety, human resource management and other legal requirements. • Accurate and timely information on school resources is identified, gathered and analysed to inform school policies and procedures for managing resources, planning and meeting legal requirements. • School policies and procedures are developed and implemented to ensure that the allocation of school resources is equitable, transparent and aligned to the school's aims.
6.2 Manage human resources to create and maintain an effective learning environment.	• Supreme Education Council human resource policies are read, interpreted and incorporated in school personnel policies and procedures. • School personnel policies and procedures, including staff selection and recruitment, professional development and employment terms and conditions, are developed, documented, implemented and reviewed in line with school and Supreme Education Council policies and procedures. • Appropriate delegation of tasks to members of the senior management team and other staff is implemented in line with school needs, relevant position statements, and school policies and procedures. • Staff performance evaluation procedures are established and implemented in line with school and Supreme Education Council policies and procedures. • Outcomes of staff performance evaluation procedures are reported to the Board of Trustees and the Education Institute in line with school and Supreme Education Council policies and procedures.
6.3 Manage financial resources to create and maintain an effective learning environment.	• A financial plan for the school is established and implemented that aligns with the school's aims and complies with school and Supreme Education Council policies. • Processes for the budgeting, monitoring and control of school finances are established and implemented in line with school and Supreme Education Council policies. • Systems for the review and evaluation of the school's financial plan and management processes are established, implemented and reviewed in line with school and Supreme Education Council policies. • Responsibility for compliance with Supreme Education Council financial reporting and audit requirements is acknowledged and appropriate reports and documentation are completed and provided to the Board of Trustees and the Supreme Education Council as required.
6.4 Manage school data and ICT resources to create and maintain an effective learning environment.	• ictQatar policies and e-Education Qatar programs are read, analysed and used to inform the development of the school's information management and ICT plans. • Systems are developed and implemented to collect, manage, store and back up information related to school operations in line with school and Supreme Education Council policies. • Technology requirements for managing school information are identified and incorporated in the school's information management and ICT plans. • Information management and ICT plans are developed, implemented and reviewed in line with school and Supreme Education Council policies.

Statements	Indicators
6.5 Manage facilities to create and maintain an effective learning environment.	• Systems are developed and implemented to manage the acquisition, maintenance, security and audit of school property and equipment in line with school and Supreme Education Council policies. • Processes are developed and implemented to forecast and budget for the replacement of school property and equipment.
6.6 Report to the Board of Trustees on effective management of school resources.	• School policies and procedures are developed and implemented to ensure regular and systematic reporting to the Board of Trustees on the management of school physical, human, financial and ICT resources. • Responsibility for compliance with Board of Trustees reporting requirements is acknowledged and appropriate reports and documentation are completed and provided to the Board of Trustees as required.

Required skills

This standard for school leaders requires knowledge and understanding of and the ability to apply:

- analytical skills to identify and allocate physical and human resources to create, maintain and monitor an appropriate learning environment for effective teaching and learning
- consensus-building and negotiation skills to resolve issues surrounding the allocation of physical and human resources within the school
- decision-making and problem-solving skills to make sound judgements on the procurement and allocation of human and physical resources
- financial budgeting and management skills to effectively contribute to the financial management of the school
- ICT skills to contribute to the development of the school's information management and ICT plans
- interpersonal and communication skills to inform students, teachers, parents and other community members about the school's resource requirements
- networking skills to gather business and community support to supplement the school's human and physical resources
- organisational skills to schedule the school calendar and establish the school timetable
- reporting skills to provide accurate, timely and up-to-date reporting on school financial, physical, human and ICT resources to the Board of Trustees and the Supreme Education Council
- research skills to locate and appraise new systems and approaches for managing the human and physical resources of the school.

Required knowledge

This standard for school leaders requires knowledge and understanding of:

- audit requirements
- basic accounting principles
- budgeting
- child safety, health and safety, human resource management and other legal requirements related to physical and human resource management
- facilities management
- financial management policies and procedures
- human resources management policies and procedures
- ICT resource management policies and procedures
- ictQatar policies and e-Education Qatar programs
- information management and ICT plans
- monitoring systems – internal and external
- staff performance evaluation procedures
- staff recruitment and selection processes
- time management techniques.

Required dispositions

This standard for school leaders requires a commitment to:

- a school vision of high standards of learning
- continuous school improvement
- delegating authority and responsibility
- ensuring that resource allocation decisions are directed at enhancing student learning
- focusing on performance outcomes.

Evidence guide

This Evidence Guide identifies the minimum performances that leaders at different career stages are expected to meet in relation to this standard. It is assumed that leaders at the higher stage can also meet the minimum performances required at the lower stage. The Guide also provides examples of the types of evidence that leaders can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Middle managers

Leaders at middle manager level demonstrate a high level understanding of the requirements of this standard. They use this understanding to coordinate and manage their responsibilities relating to the school's human, financial, physical and ICT resources to create and maintain an effective learning environment.

They are able to demonstrate the indicators in this standard as they apply them within the context of their role. This may be evidenced in the creation and maintenance of an effective learning environment as they:

- allocate resources
- manage human and financial resources and school facilities
- gather data to ensure accurate, timely and up-to-date reporting on school financial, physical, human and ICT resources to the Board of Trustees and the Supreme Education Council
- manage school data and ICT.

Examples of evidence (not to be read as a comprehensive list):

- *allocation and management of the school's physical, financial and human resources to maintain an effective teaching and learning environment aligned to the school's strategic vision and aims*
- *implementation of school policies and procedures related to acquisition, maintenance, control and accounting for the range of physical, financial and human resources*
- *compliance with school and Supreme Education Council policies and procedures related to acquisition, maintenance, control and accounting for the range of physical, financial and human resources*
- *implementing processes to seek input and feedback on the school's resource allocation*
- *implementing processes to support staff to comply with school policies and procedures*
- *monitoring resource allocation and management.*

Senior managers

Leaders at senior manager level demonstrate a very high level understanding of the requirements of this standard. They accept responsibility and use this understanding as a basis to manage human, financial, physical and ICT resources on a whole-school basis.

Leaders at senior manager level are able to demonstrate the full range of indicators in this standard. They apply this range to the whole-school context where they:

- set and incorporate strategic parameters for the allocation of resources aligned to the school's strategic vision and aims and the Independent Schools Operating Agreement
- manage human and financial resources and school facilities to create and maintain an optimal learning environment
- manage school information and ICT to support the learning environment
- provide accurate, timely and up-to-date reporting on school financial, physical, human and ICT resources to the Board of Trustees and the Supreme Education Council.

Examples of evidence (not to be read as a comprehensive list):

- *budget development calendar and budget monitoring system*
- *compliance with the policies and procedures of the Supreme Education Council and audit requirements*
- *development, implementation, monitoring, reporting and review of performance evaluation processes*
- *development, implementation, monitoring and review of school policies and procedures related to acquisition, maintenance, control and accounting for the range of physical, financial and human resources*
- *documentation of personal reflection and identification of goals and professional learning undertaken to strengthen this aspect of practice*
- *effective implementation of computer-based accounting systems*
- *accurate, timely and up-to-date reporting on school financial, physical, human and ICT resources to the Board of Trustees and the Supreme Education Council*
- *monitoring of allocation of resources to meet the school's strategic vision and aims*
- *timely reporting of information and processes relating to human, financial, physical and ICT resources.*

7. Reflect on, evaluate and improve leadership and management

This standard covers the requirements for accepting accountability for personal and school performance by leading the evaluation of school performance, modelling a culture of personal and collegial improvement and life-long learning, and contributing to professional networks.

Statements	Indicators
7.1 Lead the evaluation of school performance.	• School policies and procedures are established, implemented and reviewed for the periodic monitoring and evaluation of school policies, procedures and operations against the goals of the Independent Schools Operating Agreement and contractual arrangements with the Supreme Education Council. • Processes are implemented to collect performance data and measure performance against planned targets in all operational aspects. • Opportunities are provided for staff, Board of Trustees and relevant community members to participate in review processes. • Outcomes from regular periodic reviews are used to support the three-yearly review conducted by the Education Institute. • Processes are implemented to evaluate the achievement of planned outcomes as outlined in the school's Independent Schools Operating Agreement. • Processes are established for ensuring that the Board of Trustees is actively engaged in the preparation of the school's Annual Report. • Results from the evaluation processes and the School's Report Card from the Evaluation Institute are reported to the school community and to the Supreme Education Council via Annual Reports. • Qualitative and quantitative review data from all sources is incorporated in future planning.
7.2 Model a culture of personal and collegial performance improvement and life-long learning.	• Outcomes of own work are analysed, professional strengths and weaknesses are identified and personal leadership and management capabilities are assessed. • Strategies are implemented for gathering feedback from the Board of Trustees, supervisors, colleagues, staff, students, families and community members on personal work performance and this information is used to identify personal professional development goals. • Personal knowledge and understanding of local, national and global priorities and Qatari legal and policy frameworks that govern education is assessed and, where necessary, strategies are adopted for improving this aspect of professional practice. • Personal knowledge and understanding of education processes, quality assurance systems and strategies for raising achievement are assessed and, where necessary, strategies are adopted for improving this aspect of professional practice. • Personal knowledge and understanding of the principles and practice of leadership and leading change are assessed and, where necessary, strategies are adopted for improving this aspect of professional practice. • Outcomes of leadership and management research and practice are used in identifying personal professional development goals. • Personal professional development goals are aligned with the priorities in the Independent Schools Operating Agreement and the aims of the school. • School policies and procedures are developed, implemented and reviewed that facilitate working together, team problem solving, collegial feedback and a commitment to life-long learning. • School policies and procedures are developed, implemented and reviewed that involve all staff in: – reflecting on professional practice – identifying personal and team professional learning and development goals – documenting personal professional development plans – participating in personal and collegial professional review and development – incorporating improvements into practice – formal performance appraisal.

Statements	Indicators
7.3 Contribute to learning communities and other professional networks.	• Learning communities and professional networks at local, national and international level are identified in line with personal professional and school needs. • Potential benefits from personal and school participation in learning communities and professional networks are assessed. • ICT is used to identify and access virtual learning communities and professional networks. • Relevant learning communities and professional networks are accessed to enhance personal leadership and management capabilities and understanding of contemporary education policies, practices and developments.

Required skills

This standard for school leaders requires knowledge and understanding of and the ability to apply:

- analytical skills to identify, interpret and reach an informed opinion on the actions to be taken in response to qualitative and quantitative data on school performance
- change management skills to successfully lead and promote organisational change stemming from evaluations of school performance
- consensus-building and negotiation skills to inform, persuade and reach agreement with staff, students, families and the community on improvements to school performance
- decision-making and problem-solving skills to make sound judgements on issues and problems that emerge from personal and organisational evaluations
- entrepreneurial skills to utilise the outcomes of school evaluations and achieve recognised benefits for the school, students, staff and the community
- ICT skills to effectively use statistical and other packages for program evaluation and to identify and access virtual learning communities and professional networks
- interpersonal and communication skills to inspire and encourage staff, students and the community to act on the outcomes of school and personal evaluations
- networking skills to attract and maintain business and community support for initiatives stemming from the outcomes of school evaluations
- presentation skills to report to students, staff, Board of Trustees, parents and other stakeholders on the outcomes of school evaluations
- research skills to gather, collate and interpret qualitative and quantitative data on school performance
- self-management skills to reflect on personal performance and, where necessary, adopt strategies for improving professional practice.

Required knowledge

This standard for school leaders requires knowledge and understanding of:

- data collection, analysis and retrieval techniques
- education processes and quality assurance systems
- functions, structures and policies of the Supreme Education Council and other national bodies
- Independent Schools Operating Agreement
- learning communities and other professional networks
- legal and policy frameworks that govern education
- life-long learning
- monitoring of review processes
- performance appraisal
- personal professional development planning
- principles and practice of leadership and leading change
- program evaluation
- qualitative and quantitative review data
- review processes
- School Report Cards
- school reporting requirements
- standards for student performance
- strategies for raising achievement of and achieving excellence in schools
- techniques for reflecting on professional practice.

Required dispositions

This standard for school leaders requires a commitment to:

- accepting personal accountability for school outcomes
- collaborative decision making
- critical self-reflection
- modelling and encouraging a performance culture in schools
- using outcomes data to inform education and professional decision making.

Evidence guide

This Evidence Guide identifies the minimum performances that leaders at different career stages are expected to meet in relation to this standard. It is assumed that leaders at the higher stage can also meet the minimum performances required at the lower stage. The Guide also provides examples of the types of evidence that leaders can use to show that they have met the standard. The examples of evidence are not to be read as a full and comprehensive list of all the evidence that could be used to illustrate satisfactory performance.

Middle managers

Leaders at middle manager level demonstrate a high level understanding of the requirements of this standard. They use this understanding to systematically reflect on and improve their personal capabilities in leadership and management and lead, advise and mentor peers to adopt and maintain a culture of reflection on performance and continuous improvement.

They are able to demonstrate the indicators in this standard as they apply them within the context of their role. This may be evidenced as they:

- contribute to the evaluation of school performance
- model personal and collegial reflection on performance and life-long learning
- contribute to learning communities and other professional networks.

Examples of evidence (not to be read as a comprehensive list):

- *involvement in review of whole-school policies, procedures and operations, including three-year school reviews*
- *collection and analysis of qualitative and quantitative data used to measure performance against planned targets*
- *contribution to reporting systems to the school community and the Supreme Education Council*
- *collection and use of feedback from supervisors, colleagues, students, families and community members in reflection on performance*
- *support for teachers to systematically reflect on individual and team performance, identify individual and team professional learning goals and undertake professional development*
- *induction and mentoring programs and their evaluation*
- *personal and team professional development plans compiled from identified individual and team goals and aligned to the school's strategic vision and aims*
- *implementation of formal performance evaluation processes*
- *contribution to professional networks*
- *use of ICT to access virtual learning communities and professional networks*
- *systematic reflection on personal performance and its documentation, identification of goals and professional learning undertaken to strengthen this aspect of practice.*

Senior managers

Leaders at senior manager level demonstrate a very high level understanding of the requirements of this standard. They use this understanding to create a culture of reflection and life-long learning applied to the performance of the school as an organisation and to individuals and teams.

Leaders at senior manager level are able to demonstrate the full range of indicators in this standard. They apply this range in a context where they:

- lead the evaluation of school performance
- model a culture of personal and collegial performance improvement and life-long learning
- contribute to learning communities and other professional networks.

Examples of evidence (not to be read as a comprehensive list):

- *collection and analysis of qualitative and quantitative data used to measure school performance*
- *strategic planning to lead change stemming from evaluation of school performance*
- *development, implementation and review of school policies and procedures*
- *monitoring the achievement of the goals of the Independent Schools Operating Agreement*
- *involvement of staff, Board of Trustees and appropriate community members in review processes*
- *compliance with annual reporting and other regulatory requirements of the Independent Schools Operating Agreement*

- *collection and use of feedback from supervisors, colleagues, students, families and community members in reflection on performance*
- *personal reflections and professional development plans*
- *analysis of research to inform professional development plans*
- *collegial approaches to team dialogue, problem solving, feedback and life-long learning*
- *induction and mentoring programs and their evaluation*
- *whole-school priorities for professional development*
- *contribution to professional networks*
- *systematic reflection on personal performance and its documentation, identification of goals and professional learning undertaken to strengthen this aspect of practice.*

Glossary

Assessment	measurement or evaluation of student learning
Authentic	for assessment purposes, authentic assessment presents students with real-world problems that require them to apply their relevant skills and knowledge
Collaborative	working together
Disposition	personal belief, value, commitment and ethics that influence professional behaviour
Educational trends	new styles or directions in education
Equitable	fair
Evidence-based	an approach to decision making that involves looking at and valuing a variety of materials on a particular topic
Life-long learning	learning that continues throughout a person's career and lifetime
Outcome	the result of a process
Paraprofessional	a skilled, non-teaching staff member who assists a teacher
Partnership	being a partner and having a joint interest
Professional networks	groups of teachers and senior educators who meet to discuss issues of mutual interest
Quality assurance	system or process that ensures something is of a high quality
Reliable	in the context of assessment, the extent to which assessment conducted under similar conditions produces similar or the same results
Valid	for assessment purposes, presented material is valid if it meets assessment criteria
Virtual learning	learning that occurs online