

# Teaching Australia

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP



## **National Professional Standards** FOR ADVANCED TEACHING AND SCHOOL LEADERSHIP

A CONSULTATION PAPER  
MARCH 2007

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Teaching Australia

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# I. The purpose of this consultation paper

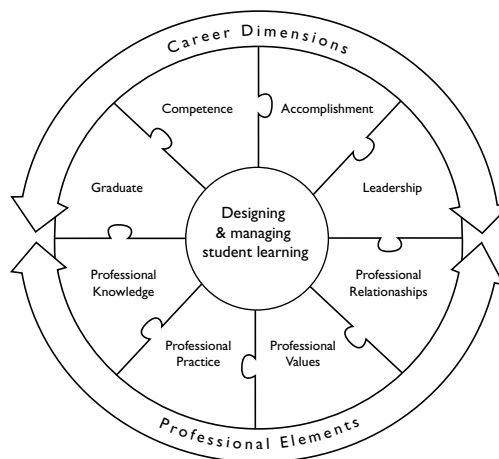
The purpose of this consultation paper is to seek feedback on proposals for:

- A model of national professional standards for advanced teaching and school leadership; and
- how the standards will be developed, endorsed and reviewed.

The paper identifies issues and poses a range of questions about the structure of standards and the processes for their development. Responses will shape and influence the way the standards are structured, what they will look like and the process for their development.

This consultation paper follows the May 2006 statement *Our Profession Our Future* from the Directors of Teaching Australia, putting the case for standards for the profession.

The model proposed takes as its starting point the *National Framework for Professional Standards for Teaching* agreed by Commonwealth and State Ministers of Education in 2003<sup>1</sup>. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) framework recognises that teachers develop their knowledge and skills through four career dimensions, and that each of these phases connects with four professional elements.



The model builds on the considerable work undertaken by professional associations and education jurisdictions in developing standards for their members and employees.

The development of national professional standards for advanced teaching and school leadership offers teachers and principals across Australia the opportunity to come together as members of a single profession, irrespective of specialisation, sector, jurisdiction and level of schooling, and together define the characteristics of high accomplishment in the teaching profession.

<sup>1</sup> Ministerial Council on Education, Employment, Training and Youth Affairs, Teacher Quality and Educational Leadership Taskforce, *A National Framework for Professional Standards for Teaching*, November 2003.

## 2. Why have national professional standards for advanced teaching and school leadership?

National professional standards will serve three important purposes:

- provide inspiration to aspiring teachers and principals, clarifying the expectations of the profession about accomplished practice;
- offer guidance to members of the profession seeking to improve their practice through self-reflection and professional learning; and
- increase public understanding of the complexity and rigour of the work of teachers and principals.

National professional standards will play an important unifying role for the teaching profession, raising its status and public esteem. The hallmark of any profession is the capacity to define its own standards of professional practice. These are the foundation for public confidence and respect.

The development of national professional standards for advanced teaching and school leadership will draw on a rich base of professional expertise. Many specialist professional associations of teachers and school leaders have been involved in developing standards for their members. There have been various motivations for this work:

- to affirm their professional status;
- to articulate the distinctive knowledge, skills and attributes required of members;
- as a focus for professional learning;
- to enhance professional self-esteem; and
- to affirm a commitment to public accountability.

Employers and teacher registration and accreditation authorities have also developed or are developing standards for teachers and principals in their own jurisdictions.

National professional standards are not intended to replace these existing standards, which serve important purposes for teaching and school leadership in particular contexts. What national professional standards will do is to set out the shared, fundamental and specifically professional features of advanced teaching and school leadership providing for more distinctive and contextual requirements to be articulated in a common way.

### 3. Principles to guide the development of standards

If national professional standards for advanced teaching and school leadership are to be “by the profession for the profession” and have credibility, the profession’s agreement is needed on the principles that will guide the process of their development.

In May 2003, the teaching profession came together under the auspices of the Australian College of Educators and reached consensus on a set of principles to guide the development and application of standards. Principles have also been discussed in the consultations on standards hosted by Teaching Australia, including the Sharing Experience Conference, held in Melbourne in August 2005, to share information and views about advanced teaching standards, and a Principals’ Forum, held in Canberra in November 2005, to discuss leadership standards.

The following set of principles to guide the process of developing national professional standards for advanced teaching and school leadership draws on this work.

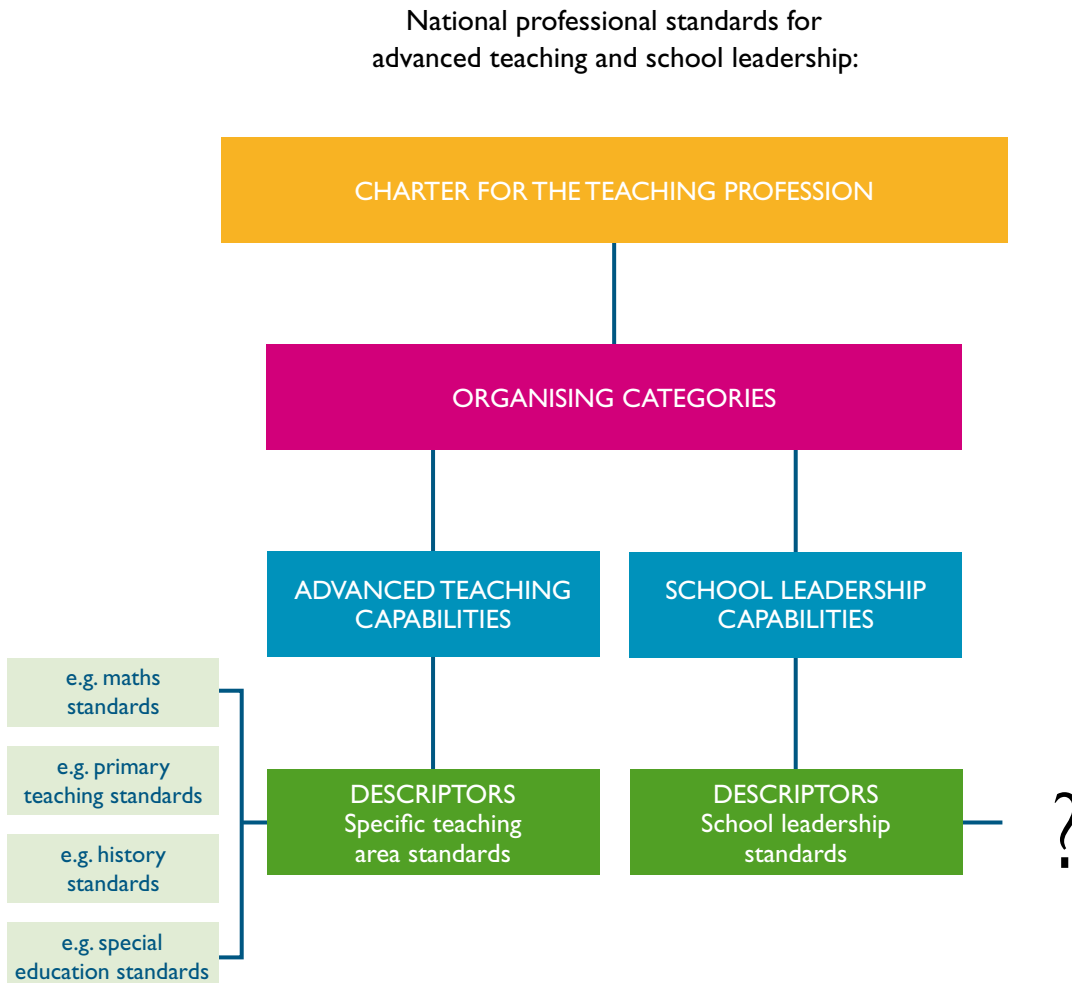
The process will

1. Be guided by a commitment to quality in teaching and school leadership, so that the standards are developed with a view to improving, informing and supporting the professional learning of both teachers and principals.
2. Be grounded in a deep understanding of the work of teachers and principals and a shared understanding of what constitutes quality in teaching and school leadership.
3. Be conducted by accomplished practitioners, with many teachers and principals engaged in the process. A diversity of professional opinions will be sought, captured and disseminated.
4. Include consultation with a range of stakeholders in the education community.
5. Adopt a common language based on agreed meanings for key concepts.
6. Build in provision for quality assurance, sharing, revision and renewal.

These principles will be reviewed and developed further throughout the consultation process.

## 4. A proposed model for national professional standards

The proposed model for national professional standards for advanced teaching and school leadership is as follows:





**The model** applies to:

- advanced teaching** that is, highly proficient and successful teaching, recognised by the profession and incorporating many forms of professional leadership; and
- school leadership** that is, leadership of a school, providing guidance and direction to the teaching and learning in a school.

It does not encompass graduate teacher standards. State and territory teacher registration and accreditation bodies have responsibility for determining minimum standards for employment as a teacher. Teaching Australia is developing a national system of accreditation for pre-service teacher preparation programs, which will be based on the further development of graduate teacher standards.

The model comprises:

- A charter for the teaching profession, as an overarching statement of core values and commitments;
- organising categories, encompassing the foundation areas of expertise expected for both advanced teaching and school leadership;
- generic, high level statements of capabilities, specific to advanced teaching and school leadership; and
- sets of descriptors of accomplishment specific to areas of teaching and leadership.

Under the model, standards for advanced teaching and school leadership share a common statement of core values through the charter and common organising categories. They diverge at the level of capabilities. The same capabilities apply for all the advanced teaching standards and are likely to be different for school leadership.

Further differentiation occurs at the level of descriptors, where specialist organisations for teaching and school leadership will be invited to develop specific content relevant to their particular context and professional role.

## 5. Charter for the teaching profession

Consultations by Teaching Australia during 2006 found support among teachers and school leaders for a charter that proclaims teaching as a profession involving complex responsibilities and specialist expertise, whose practitioners are committed to high ideals of service and who make an invaluable contribution to education, their students and society.

The charter was seen as a way of providing teachers and school leaders with a sense of common identity and purpose, articulating their core values and commitments as members of the profession, and conveying to the community a better understanding and appreciation of the teaching role.

There was a strong view from the initial consultations that the charter should take the form of a one-page overarching statement from which a suite of more detailed documents, such as professional standards and a code of ethics, would flow. The charter is therefore designed to be both a free-standing document and a window to further definition of the profession.

Taking into account the responses received when the sample charter was circulated to the profession in May 2006 and comments on the approach, content, length and language of a charter, a draft charter has been prepared.

### Questions

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**Q1** To what extent does the draft Charter capture the core values and commitments of members of the teaching profession?

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**Q2** How would you amend the wording of the draft Charter to better meet its purpose?

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# A charter for the teaching profession

As teachers, we are privileged to play a significant part in equipping students to lead fulfilling, purposeful and productive lives. Education is fundamental to developing human potential and to the social and economic well-being of our nation.

Our role as teachers is to instil knowledge, shape principles and values, develop skills, build the ability to think and understand, and nurture creativity and talent. We aim to inspire our students with what they can achieve, for themselves and for others.

**Teaching is a knowledge-based profession.** Good learning requires good teaching that draws on knowledge, skills, experience and judgment.

As teachers we are committed to:

- using our skills and knowledge to respond to individual learning needs in our diverse society
- renewing our knowledge and practice through professional learning and reflection
- advancing our knowledge and practice through research and collaboration.

**Teaching is a collaborative profession.** Good learning thrives on constructive relationships among teachers, students, parents and the wider community.

As teachers we are committed to:

- providing an open and stimulating learning environment
- respecting the dignity and abilities of all students
- encouraging and enabling parents to be involved in student learning and school activities
- working with the school and wider community.

**Teaching is an ethical profession.** Good learning is founded on trust.

As teachers we are committed to:

- honouring the trust that students, parents and the community invest in us
- acting ethically and with integrity in our conduct and practice
- respecting the roles, responsibilities and contributions of all involved in education.

**Teaching is a collegial profession.** Good learning depends on the work of many.

As teachers we are committed to:

- sharing knowledge, experience and skills with colleagues
- taking responsibility for the development of new members of the profession
- working with other professionals for the well-being of students.

**Teaching is a responsible profession.** Good learning is a responsibility shared by all in the community.

As teachers we are committed to:

- setting and observing high standards for our professional practice
- reporting openly and constructively
- responding to opportunities and challenges to improve learning.

## 6. Organising categories

Professional standards are usually organised by categories which represent the critical elements that must be brought together for accomplished teaching and school leadership. The categories are intended to capture under broad headings what is expected of teachers and school leaders, rather than to be specific about teachers' and school principals' work.

Within the MCEETYA framework, the four organising categories for teachers are:

- professional knowledge;
- professional practice;
- professional values; and
- professional relationships.

The categories of “professional knowledge” and “professional practice” are commonly used in existing professional standards. The categories of “professional values” and “professional relationships” are less frequently used and sometimes combined. Alternative categories in existing standards are “professional commitment”, “professional engagement” and “professional attributes”.

We propose to adopt three organising categories:

- professional knowledge;
- professional practice; and
- professional commitment.

### Questions

**Q3** What are the pros and cons of adopting three organising categories rather than the four MCEETYA categories?

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**Q4** What areas of expertise expected in advanced teaching and school leadership, if any, are not adequately covered by these categories?

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# Organising categories in existing standards

## Examples of organising categories in advanced teaching standards

### Music; Special Education

- Professional knowledge
- Professional practice
- Professional relationships
- Professional values

### Library and Information Services

- Professional knowledge
- Professional practice
- Professional commitment

### Science; Mathematics

- Professional knowledge
- Professional attributes
- Professional practice

### English/Literacy; History

- Professional knowledge
- Professional practice
- Professional engagement

### Teachers of English to Speakers of Other Languages

- Dispositions
- Understanding
- Skills

### Modern Languages

- Educational theory and practice
- Language and culture
- Language pedagogy
- Ethics and responsibility
- Professional relationships
- Awareness of wider context
- Advocacy
- Personal characteristics

## Examples of organising categories in leadership standards

### Australian Principals Associations Professional Development Council's Propositions of Educational Leadership

- Leadership starts from within
- Leadership is about influencing others
- Leadership develops a rich learning environment
- Leadership builds professionalism and management capability
- Leadership inspires leadership actions and aspirations in others

### Australian Council for Educational Leaders Leadership Standards Framework

- The leader in me
- The leader shaping the future
- The leader and the learning organisation
- The leader and collaborative learning communities
- The leader in a quality organisation
- The leader and strategic resource management
- The leader advocating

## 7. Capabilities

Capabilities are the discrete elements of the knowledge, skills and dispositions expected of teachers and school leaders operating at a high level of expertise in the different settings in which they work. Capability statements are inherently inspirational, aspirational and future-looking.

Based on many of the existing standards developed by professional associations, the advanced teaching capability statements could encapsulate the following aspects of professional practice:

**Professional knowledge:**

- knowledge of content;
- knowledge of students; and
- knowledge of teaching and learning.

**Professional practice:**

- planning for learning;
- creating a learning environment; and
- assessment and evaluation of learning.

**Professional commitment:**

- professional learning;
- engagement;
- leadership;
- values;
- relationships; and
- ethics.

The inclusion of a discrete capability for “leadership” in the professional commitment category recognises that leadership is exercised by accomplished teachers in many ways, formally and informally.

The capabilities proposed here are indicative only, as the task of defining and drafting the capabilities for national professional standards for advanced teaching and school leadership will require significant further work.

The school leadership capability statements will be developed separately from those for advanced teaching and will build, where relevant, on existing leadership standards and frameworks.

### Questions

**Q5 What are the critical areas of professional expertise to be captured in the capabilities for advanced teaching?**

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**Q6 What are the critical areas of professional expertise to be captured in the capabilities for school leadership?**

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# Capabilities in existing standards

## Examples of capabilities in advanced teaching standards

### Music

#### 1. Professional knowledge

- 1.1 Teachers know their students
- 1.2 Teachers know their subject
- 1.3 Teachers know how students learn in music

### Science

#### Professional attributes

Highly accomplished teachers of science...

10. Analyse, evaluate and refine their teaching practice to improve student learning.
11. Work collegially, within their school community and wider professional communities to improve the quality and effectiveness of science education.

### Library and information services

#### 3. Professional commitment

- 3.1 Excellent teacher librarians model and promote lifelong learning
- 3.2 Excellent teacher librarians commit to the principles of education and librarianship
- 3.3 Excellent teacher librarians demonstrate leadership within school and professional communities
- 3.4 Excellent teacher librarians actively participate in education and library professional networks

### History

#### 2. Professional practice

- 2.1 Teachers plan for effective learning
- 2.2 Teachers establish and maintain a challenging and effective learning environment
- 2.3 Teachers assess and review student learning in history

## Examples of capabilities in school leadership standards

Australian Principals Associations Professional Development Council

Propositions of Educational Leadership:

#### 1. Leadership starts from within

Effective educational leaders know themselves, base their actions on a well-informed set of values, and have a high degree of self-efficacy and a deep sense of commitment and responsibility. They have a clear personal vision for optimising learning and well being, and the courage and determination to achieve that vision.

#### 2. Leadership inspires leadership actions and aspirations in others

Effective educational leaders know that they have a responsibility to promote and support widespread and sustainable leadership, inspiring others to share in this leadership so that learning and well being are enhanced.

Australian Council for Educational Leaders Leadership Standards Framework

#### 1. The leader shaping the future

Effective educational leaders know that they have a responsibility to promote and support a vision and directions so that learning and wellbeing are optimised. Effective leaders know that change is the constant and that leading and managing for change is central to their work. They lead sustainable improvement.

#### 2. The leader and the learning organisation

Effective educational leaders know that supportive teaching and learning and collaborative practices are fundamental to employee satisfaction, student achievement and wellbeing. They understand that the school is a social construct where the emotional, physical, social and intellectual needs of all impact on the work of the school. They know how to work expertly within the learning community to ensure success.

## 8. Descriptors of accomplishment

Descriptors of accomplishment provide an elaboration of each capability in terms of the observable practices expected of teachers and principals in particular contexts.

To be useful as aspirational standards and as a guide for professional learning for individual teachers and principals, these descriptors would need to reflect the specific and unique requirements of different areas of professional specialisation, whether this be a discipline area such as mathematics or geography or music, a stage of schooling such as early childhood or primary teaching or a professional context.

This approach builds on the advanced teaching standards already developed by professional associations, which are quite similar in defining broadly what teachers should know and do (i.e. their capabilities), yet different in their detailed explanations of what this means in a particular field. The standards therefore capture what is distinctive about each specialisation while at the same time embodying what all the profession has in common.

This approach has the potential for advanced teaching standards to be developed for specific disciplines as well as across disciplines, for example for primary teaching where relevant discipline area standards could be incorporated within the specialised stage of schooling.

### Questions

- Q7** What are the specialised areas of professional practice in advanced teaching that require specific descriptors?
- 
- Q8** What are the specialised areas and/or levels of school leadership that require specific descriptors?
- 
- Q9** Is there a need for different descriptors for school leadership and advanced school leadership?
- 
- Q10** What guidelines would be useful for the development of descriptors of accomplishment to make them useful and relevant for teachers and school leaders?
-



## Examples of descriptors of accomplishment in advanced teaching standards

### History

#### *Professional practice*

##### **...2.3 Teachers assess and review student learning in history**

- Effective teachers of history understand the central role of student participation and constructive and co-ordinated assessment and reporting practices in advancing student learning.
- They understand the importance of developing key historical skills, including organising information chronologically, explaining historical issues, presenting material using historical conventions, locating sources, analysing oral, written and visual material, using concepts, synthesising and evaluating evidence, and developing arguments and interpretations based on evidence. To this end they develop regular assessment and reporting programs to provide students, care-givers and school authorities with timely and accurate feedback on student achievement and progress in the development of historical literacy.
- They aim to ensure that feedback to students recognises achievement, whilst clearly recommending directions for improvement.
- Effective teachers of history make judicious use of a wide range of formal and informal assessments.
- They seek to ensure that assessment tasks relate, in an authentic fashion, to student learning styles. As well, they draw on cultural and classroom experiences in a way that facilitates successful learning and allows students to make meaning out of history.
- Teachers of history attempt to meet the requirements of mandated testing programs without compromising their teaching goals or the learning needs of their students. They constantly use assessment information to monitor and re-evaluate their own short and long-term teaching and learning goals.

##### Key points for practice

- How do my assessment and reporting strategies contribute to developing key historical skills and knowledge?
- How do I evaluate the success of my own teaching? What steps are taken to ensure my teaching continues to develop successfully?
- How do I meet my responsibilities for assessment and reporting to the various audiences within the school and in the wider community?

### Library and information services

#### *Professional commitment*

##### **...3.3 Demonstrate leadership within school and professional communities...**

##### Excellent teacher librarians

- actively engage in school leadership and participate in key committees;
- promote and nurture a 'whole school focus' on information literacy policy and implementation;
- build and foster collaborative teams within school and professional communities; and
- provide effective and transformational leadership to school library and information services staff...

### Maths

#### *Professional attributes*

##### **...2.2 Personal professional development...**

Excellent teachers of mathematics are committed to the continual improvement of their teaching practice and take opportunities for personal professional development. They undertake sustained, purposeful professional growth in their own knowledge, understanding and skills in mathematics, and in the teaching and learning of mathematics.

The professional development they undertake enables them to develop informed views about relevant current trends (including teaching and learning resources, technologies, and changes to the curriculum with which they work) and to further their teaching expertise. They are involved in professional development processes that include collegial interaction, professional reading and active exploration of new teaching ideas, practices and resources in the classroom. They reflect on practice and the new knowledge they gain, and learn from their experience.

## 9. Establishing and developing the standards

Teaching Australia is proposing to appoint a Standards Drafting Group, representing the teaching profession. The responsibilities of the Standards Drafting Group would be to:

- settle on the common organising categories;
- draft the capabilities for advanced teaching and school leadership; and
- propose guidelines and criteria for professional associations to use in drafting descriptors for their specialisations.

The group would break into two sub-groups for drafting the capabilities for advanced teaching and school leadership.

The Standards Drafting Group would include experienced standards writers selected either through an open national process of invitation or on nomination by professional associations.

The Standards Drafting Group would report to a Standards Council to be established as a standing committee of the Teaching Australia Board of Directors. The Council's functions would include broadly:

- reviewing and providing advice on the organising categories and capabilities developed by the Standards Drafting Group;
- endorsing the criteria for drafting descriptors of accomplishment;
- providing advice on priorities for standards development or redevelopment;
- overseeing a process for validating, reviewing and endorsing standards; and
- promoting public awareness and understanding of national professional standards for advanced teaching and school leadership.

The Standards Council would have broad membership, including the profession, employers, unions and teacher registration and accreditation bodies.

The detailed descriptors of accomplishment for specialised fields within teaching and school leadership would be drafted by relevant professional associations.

They would be supported to undertake this work by Teaching Australia, on the basis of priorities and needs agreed by the Standards Council. Responsibility for endorsing national professional standards for a specialised area of advanced teaching and school leadership would rest with the Standards Council.

### Questions

**Q11** What gaps or inefficiencies are there in the roles proposed for the Standards Drafting Group, the Standards Council and professional associations?

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**Q12** What skills and expertise should be sought in selecting members of the Standards Drafting Group?

---

**Q13** What should the composition of the proposed Standards Council be?

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## 10. The way forward

The proposals in this paper are based on extensive consultation, research and discussion with the profession and other stakeholders. The most recent input has been from a Standards Reference Group established by Teaching Australia in August 2006, with membership from departments of education, state regulatory authorities, non-government school authorities, unions and professional associations. The Standards Reference Group will be a major source of advice to Teaching Australia throughout the consultation period.

The proposals are also informed by several research studies providing evidence and support for the standards model proposed in the paper. These include:

- Australian Council for Educational Research, *Standards for School Leadership: A critical review of the literature*;
- Australian Council for Educational Research, *Standards for Advanced Teaching: A review of national and international developments*;
- Australian Association of Mathematics Teachers, *Professional Learning using the Mathematics Standards*; and
- Terry Hayes, *Professional teaching associations and professional standards: embedding standards in the discourse of the profession*.

Further research on school leadership standards has been commissioned and will be available shortly.

### Providing feedback

We encourage professional associations to discuss this paper and its proposals at scheduled meetings and events over the next few months. We welcome written responses from individuals, associations and other bodies. These should be sent by **15 June 2007**, by post to:

Teaching Australia,  
5 Liversidge Street,  
Acton ACT 0200

or by email to [standards@teachingaustralia.edu.au](mailto:standards@teachingaustralia.edu.au)

If associations would find it helpful, Teaching Australia Directors and secretariat staff can participate in meetings and discussions on this paper and its proposals. Please contact Michele Suen, on (02) 6125 9026 or [michele.suen@teachingaustralia.edu.au](mailto:michele.suen@teachingaustralia.edu.au) about suitable dates.

## 11. Questions for further discussion

### Charter for the teaching profession

- Q1 To what extent does the draft charter capture the core values and commitments of members of the teaching profession?
- 
- Q2 How would you amend the wording of the draft charter to better meet its purpose?
- 

### Organising categories

- Q3 What are the pros and cons of adopting three organising categories rather than the four MCEETYA categories?
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- Q4 What areas of expertise expected in advanced teaching and school leadership, if any, are not adequately covered by these categories?
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### Capabilities

- Q5 What are the critical areas of professional expertise to be captured in the capabilities for advanced teaching?
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- Q6 What are the critical areas of professional expertise to be captured in the capabilities for school leadership?
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### Descriptors of accomplishment

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### Establishing and developing the standards

- Q11 What gaps or inefficiencies are there in the roles proposed for the Standards Drafting Group, the Standards Council and professional associations?
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- Q12 What skills and expertise should be sought in selecting members of the Standards Drafting Group?
- 
- Q13 What should the composition of the proposed Standards Council be?
-

# Glossary of terms

*This glossary is not intended to provide the definitive explanation of these terms, but rather to indicate how the terms are used by Teaching Australia in the context of this engagement with the profession on the development of national professional standards for advanced teaching and school leadership.*

**Accomplished teaching**—see “advanced teaching”.

**Advanced teaching**—highly proficient and successful teaching, recognised by the profession. Accomplished teaching is used in a similar sense.

**Advanced school leadership**—highly proficient and successful leadership of a school, with particular relevance for experienced principals.

**Career dimensions**—the stages in a teaching career defined as ‘graduate’ ‘competence’, ‘accomplishment’ and ‘leadership’.

**Capabilities**—the discrete elements of knowledge, skills and dispositions expected of teachers and school leaders operating appropriately and effectively at a high level of expertise in the different settings in which they work.

**Categories**—see “organising categories”.

**Charter**—a high level statement of core values and commitments.

**Descriptors of accomplishment**—an elaboration of observable professional practice, illustrating the degree of accomplishment expected in each capability.

**Endorse**—approve.

**Leadership**—guidance and direction of learning, working with colleagues and members of the school community, exercising influence and providing direction towards the goals of student learning. This includes the many leadership roles, formal and informal, exercised by teachers in schools.

**Model**—a structure for national professional standards for advanced teaching and school leadership that sets out the key components and the relationship between them.

**Organising categories**—broad headings capturing the critical elements that must be brought together for accomplished teaching and school leadership.

**Profession**—a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level and who are prepared to apply this knowledge and exercise these skills in the interests of others.

**Professional association**—a body representing the professional interests of members of a profession. In respect of advanced teaching and school leadership, professional associations include subject associations, specialist teaching associations, principals’ associations and other education bodies.

**Professional standards**—the articulation of what a profession believes its members should know and be able to do, based on values, the experience of highly regarded practitioners and research in the field. A set of professional standards comprises the four components of a statement of underlying values (Charter), Organising Categories, Capabilities, and Descriptors of Accomplishment.

**School leadership**—leadership of a school providing guidance and direction for the goals of teaching and learning in the school.

**Stakeholders**—those with a direct interest in the development of national professional standards for advanced teaching and school leadership.

**Validate**—establish the soundness of professional standards, so that they capture the nature of professional work appropriately, consistently and comprehensively.

# Appendix

Examples of national standards developed by professional associations in Australia

<b>Dance</b>	Guidelines for Dance Teachers and Interim Competency Standards for Australian Dance Teachers <a href="http://www.ausdance.org.au">www.ausdance.org.au</a>
<b>Education of the Deaf</b>	Competencies for Teachers of the Deaf <a href="http://www.aatd.org.au">www.aatd.org.au</a>
<b>Standards for Teachers of English Language and Literacy in Australia</b>	Standards for Teachers of Language and Literacy in Australia (STELLA) <a href="http://www.stella.org.au">www.stella.org.au</a>
<b>History</b>	Professional Standards for Teachers of History <a href="http://www.historystandards.com">www.historystandards.com</a>
<b>Leadership</b>	Leadership Standards Framework (Australian Council for Educational Leaders) <a href="http://www.acel.org.au">www.acel.org.au</a>  Propositions of Educational Leadership, (Australian Principals Associations Professional Development Council) <a href="http://www.apapdc.edu.au">www.apapdc.edu.au</a>
<b>Library and Information Services</b>	Standards of professional excellence for teacher librarians <a href="http://www.alia.org.au">www.alia.org.au</a> and <a href="http://www.asla.org.au">www.asla.org.au</a>
<b>Mathematics</b>	Standards for Excellence in Teaching Mathematics in Australian Schools <a href="http://www.aamt.edu.au">www.aamt.edu.au</a>
<b>Modern Languages</b>	Professional standards for accomplished teaching of languages and cultures <a href="http://www.afmlta.asn.au">www.afmlta.asn.au</a>
<b>Music</b>	ASME National Framework for Music Teaching Standards July 2005 <a href="http://www.asme.edu.au">www.asme.edu.au</a>
<b>Science</b>	National Professional Standards for Highly Accomplished Teachers of Science <a href="http://www.asta.edu.au">www.asta.edu.au</a>
<b>Special Education</b>	Standards for Highly Accomplished Special Education Teachers <a href="http://www.aase.edu.au">www.aase.edu.au</a>
<b>TESOL and Teachers of ESL</b>	Professional standards for TESOL Practitioners and Teachers of ESL <a href="http://www.tesol.org.au">www.tesol.org.au</a>



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