

# Using the Teacher Standards in early childhood settings

Fact Sheet



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The Australian Institute for Teaching and School Leadership (AITSL) acknowledges the Traditional Custodians of the lands, sea countries, and waterways from across Australia. We pay our respect to Aboriginal and Torres Strait Islander histories and living cultures; and to Elders past and present.

AITSL has worked closely with key educational stakeholders in the development of the *Using the Teacher Standards in early childhood settings: Fact sheet*. AITSL would like to acknowledge The Australian Children's Education and Care Quality Authority (ACECQA) for their involvement in the development of this material.

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# Using the Teacher Standards in early childhood settings

## Fact Sheet

The [Australian Professional Standards for Teachers](#) (Teacher Standards) is a national framework that provides a common language about the work of teachers. The Teacher Standards clearly outline the knowledge, practice, and professional engagement required across a teacher's career. Early childhood teachers can use the Teacher Standards to complement existing processes and practices such as registration, professional learning, and self-reflection.

We have created a fact sheet for teachers, leaders, and employers working in early childhood education and care (ECEC) services to understand how the Teacher Standards can help. It contains tips and guidance on how to implement the Teacher Standards in your setting, support teacher registration, and enhance your teaching practice through professional learning approaches.

## What are the Teacher Standards?

The Teacher Standards are a public statement describing **teacher quality**. There are 7 standards, each with 4 career stages.

The Teacher Standards are aimed at all teachers, including early childhood teachers. Teachers can use the Teacher Standards to identify areas of growth depending on their career stage and level of expertise.

The Teacher Standards are organised into 4 career stages:

Graduate, Proficient, Highly Accomplished, and Lead. The career stages provide benchmarks to recognise the professional growth of teachers throughout their careers.

- The **Graduate** career stage underpins the accreditation of initial teacher education programs.
- The **Proficient** career stage is used for full teacher registration and support the requirements of nationally consistent teacher registration.
- The **Highly Accomplished** and **Lead** career stages are central to voluntary certification (where available).

To understand how the Teacher Standards connect with the [National Quality Standard](#) (NQS) and [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#) (EYLF) V2.0, 2022, access AITSL's [Mapping tool](#).



## Benefits of the Teacher Standards

The table below provides information for early childhood teachers, leaders, and employers on the benefits of the Teacher Standards.

	For early childhood teachers	For leaders and employers
<b>Quality teacher practice</b>	The Teacher Standards provide a framework which makes clear the knowledge, practice, and professional engagement required across teachers' careers.	The Teacher Standards define the work of teachers and make explicit the elements of high-quality, effective teaching to improve educational outcomes for learners. They contribute to enhancing the overall professionalism of the service and the quality of educational programming and practice.
<b>Alignment to national frameworks</b>	The Teacher Standards are aligned to the NQS and EYLF. Early childhood teachers who successfully align their practice to the NQS and EYLF will, therefore, be aligning their practice to the Teacher Standards.	The Teacher Standards are aligned to the NQS and EYLF. Leaders and employers can use the Teacher Standards to support teachers to meet the standard of the NQS and plan quality learning aligned to the EYLF.
<b>Professional learning and career development</b>	Teachers can use the Teacher Standards to inform their professional learning goals and to guide self-reflection and self-assessment. The Teacher Standards can support continuous development and improvement opportunities by engaging in communities of practice.	Employers and leaders can use the Teacher Standards as a framework to guide teachers' professional learning. The Teacher Standards can also inform professional conversations, goal setting, and reflection to support the improvement of teacher quality.
<b>Registration processes</b>	Early childhood teachers can collect different types of evidence relevant to their context to demonstrate the Teacher Standards for registration processes where required.	The Teacher Standards provide certainty to employers and the community that early childhood teacher registration where required is based upon nationally agreed requirements for effective teaching.
<b>Common understanding and language</b>	The Teacher Standards is a national framework that provides a common language. This means all teachers can use the Teacher Standards for registration, professional learning and self-reflection, regardless of their setting.	The Teacher Standards set a national standard for teacher quality. This means employers and leaders can use the Teacher Standards to support all teachers, regardless of setting or career stage.

## Teacher registration

The registration status of a teacher has a public-facing component, giving the community confidence that the growth and development of learners is being guided by high-quality professionals. Registration also recognises that early childhood teachers are part of the teaching profession, affirming their qualifications, skills, expertise and suitability to work with learners. Early childhood teachers can make the most of being registered by focusing on opportunities for continuous learning. This process will help early childhood teachers improve their skills, grow in their careers and show the value of their work.

Registration of early childhood teachers is not a requirement in all jurisdictions of Australia. Currently, Queensland, Tasmania, and the Northern Territory are working towards implementing teacher registration for early childhood teachers in early childhood education and care (ECEC). For further information on jurisdictional requirements, please contact your local teacher regulatory authority.

*“Registration is one of the most important mechanisms to assure the safety, competency and quality of a profession. Its design is underpinned by a clear intent to set and uphold high standards of professional practice” (AITSL 2018, p.8).*

## How to become a registered teacher

AITSL does not register teachers so you, or teachers within your setting, will need to contact your local teacher regulatory authority.

Determine if registration is required or available for teachers in your setting by visiting your local teacher regulatory authority website via the table below.

State/Territory	Teacher Regulatory Authority
Australian Capital Territory	<a href="#">ACT Teacher Quality Institute</a> (ACT TQI)
New South Wales	<a href="#">NSW Education Standards Authority</a> (NESA)
Northern Territory	<a href="#">Teacher Registration Board of the Northern Territory</a> (TRB NT)
Queensland	<a href="#">Queensland College of Teachers</a> (QCT)
South Australia	<a href="#">Teachers Registration Board of South Australia</a> (TRB SA)
Tasmania	<a href="#">Teachers Registration Board of Tasmania</a> (TRB Tasmania)
Victoria	<a href="#">Victorian Institute of Teaching</a> (VIT)
Western Australia	<a href="#">Teacher Registration Board of Western Australia</a> (TRB WA)

# Implementing the Teacher Standards

## For early childhood teachers

- Create opportunities to **visit or invite other teachers from local early childhood settings** to exchange skills and provide support in reflecting on teaching practices using the Teacher Standards as a framework.
- Find **local communities of practice and teacher networks** to learn from other teachers on how to use the Teacher Standards to inform and improve practice.
- Consider recording a targeted learning experience to allow you to **reflect on your practice** and how it aligns with the Teacher Standards, in line with your service's policy and procedures, relating to taking images or videos of children.
- Watch AITSL's **Illustrations of Practice videos** to see the Teacher Standards in action.
- Engage with leaders in your setting regularly to **collect feedback** on which Teacher Standards you could focus on to improve your teaching practice.

## For leaders and employers

- Consider **teacher partnerships** to enable an exchange of skills and to support each other in developing an understanding of the Teacher Standards. If you only have one teacher in your service, consider connecting them to an early childhood teacher at another service.
- Create opportunities for a '**community of practice**', connecting early childhood teachers within and/or across early childhood settings or local school settings, focusing on a specific focus area from the Teacher Standards.
- If you are new to the Teacher Standards, **connect with qualified teachers and leaders** who have experience with using the Teacher Standards. Consider using these contacts as mentors for your teachers.
- **Allow time** for teachers to reflect upon their practice and engage in professional conversations about the Teacher Standards.
- Hold **regular meetings to discuss teacher practice**, including celebrating achievement and finding areas for improvement based on the Teacher Standards.

The logo for the Australian Institute for Teaching and School Leadership (AITSL) features the lowercase letters 'aitsl' in a sans-serif font. The letters are filled with a vertical gradient that transitions from a light yellow-green at the top to a darker teal at the bottom.

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A decorative graphic at the bottom of the page consists of two overlapping triangles. The left triangle is a solid teal color, and the right triangle is a solid yellow-green color. They meet at a diagonal line that slopes upwards from left to right.

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