

# Western Australian Professional Standards for Teaching



These standards are a record of the specialised knowledge, practices and understandings to which Western Australian teachers are committed in the interests of upholding the profession and promoting student learning.



Western Australian  
College of Teaching



The Western Australian Professional Standards for Teaching have been developed by the College in consultation with Western Australian teachers. Professional standards provide a common reference point for describing, clarifying, celebrating and supporting the complex and varied nature of the work of teachers. They enable members of the Western Australian College of Teaching to demonstrate the level of their professionalism to students, parents and the wider community.

In 2003, all Australian states and territories, through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), agreed to a professional standards framework. This national framework provides a basis for expectations of teacher performance in Australia. MCEETYA agreed the National Standards Framework would provide a powerful mechanism for enhancing the status of teaching and standing of teachers, and a common reference point for engagement within the profession and the community.

The Western Australian Professional Standards for Teaching guide the achievement and maintenance of full registration of teachers in Western Australian schools. Standards codify the excellent practice of teachers and document their commitment to their students, their colleagues and their community.

| PROFESSIONAL KNOWLEDGE  |  |
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| <b>STANDARD 1</b><br><br><b>Students</b><br><br>Teachers know, respect, and are responsive to the diverse needs of their students     | <b>1.1</b> Teachers know the learning capabilities of their students and are aware of the factors that influence their learning.<br><br><b>1.2</b> Teachers acknowledge and respond to the social, cultural, historical and religious backgrounds of the students they teach and value their diversity.<br><br><b>1.3</b> Teachers develop an understanding of students' skills, interests and prior achievements and the potential impacts of these factors on achieving appropriate learning outcomes.<br><br><b>1.4</b> Teachers know and understand the use of appropriate assessment strategies to assist in planning student learning experiences.                     |
| <b>STANDARD 2</b><br><br><b>Curriculum</b><br><br>Teachers know and teach relevant curriculum content and skills                      | <b>2.1</b> Teachers know, understand and apply the fundamental ideas, core values, principles and structure of the approved Western Australian curriculum.<br><br><b>2.2</b> Teachers have a sound and critical understanding of the curriculum content, processes and skills they teach and use this knowledge to meet student learning needs.<br><br><b>2.3</b> Teachers have knowledge of, and understand the links between curriculum statements, policies, programs and materials associated with the content and the context in which they teach.<br><br><b>2.4</b> Teachers have a knowledge of assessment appropriate to the curriculum and the students they teach. |
| <b>STANDARD 3</b><br><br><b>Learning and Teaching</b><br><br>Teachers know how their students learn and how to teach them effectively | <b>3.1</b> Teachers draw on the body of knowledge about learning and on contemporary research into learning and teaching to support their practice.<br><br><b>3.2</b> Teachers know and use the methodologies, resources and technologies which support learning of the content, processes and skills they teach.<br><br><b>3.3</b> Teachers know and use their understanding of the stages of students' physical, social and intellectual development in their teaching.<br><br><b>3.4</b> Teachers know how learning environments, program design, use of materials and resources, assessment and structure of activities impact on learning.                              |

| PROFESSIONAL PRACTICE   |  |
|---|--|
| <p><b>STANDARD 4</b></p> <p><b>Teaching Practice</b></p> <p>Teachers use a range of teaching practices and resources to engage students in effective learning</p> | <p>4.1 Teachers establish and develop learning experiences that challenge students in the pursuit of personal excellence, and make connections with students' own life experiences, knowledge, skills and values.</p> <p>4.2 Teachers provide and develop learning opportunities based on evaluation of learning, and reflection on the effectiveness of their teaching.</p> <p>4.3 Teachers use a range of resources, strategies and technologies to enhance student learning.</p> <p>4.4 Teachers provide learning opportunities and experiences that encourage students to be actively engaged and reflective in the learning process.</p> <p>4.5 Teachers provide opportunities for individual and collaborative learning to enable students to become independent learners.</p> |
| <p><b>STANDARD 5</b></p> <p><b>Learning Environment</b></p> <p>Teachers create and maintain a safe, challenging and supportive learning environment</p>           | <p>5.1 Teachers establish an environment that gives students an opportunity to learn with clear expectations of behaviours and learning goals.</p> <p>5.2 Teachers encourage the pursuit of knowledge and student responsibility for learning through providing a challenging and engaging learning environment.</p> <p>5.3 Teachers provide a learning environment that promotes respect for others and respect for self.</p> <p>5.4 Teachers create a learning environment that caters for diversity and differences.</p> <p>5.5 Teachers develop and support relationships that enable students to take risks in learning and have their well-being protected.</p>  |
| <p><b>STANDARD 6</b></p> <p><b>Planning and Assessing</b></p> <p>Teachers plan, implement, assess and report for effective learning</p>                           | <p>6.1 Teachers use their knowledge of students, curriculum content and pedagogy to establish clear, challenging and achievable goals for their students.</p> <p>6.2 Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for their students.</p> <p>6.3 Teachers use a range of appropriate assessment strategies to assess student learning and to inform their planning and teaching.</p> <p>6.4 Teachers maintain effective and accurate records of student achievement to provide feedback to students, their family or carers, and the community.</p>  |

| PROFESSIONAL ENGAGEMENT  |   |
|--|---|
| <p><b>STANDARD 7</b></p> <p><b>Professional Learning</b></p> <p>Teachers reflect on, critically evaluate and improve their professional knowledge and skills</p>         | <p>7.1 Teachers regularly reflect critically on their professional knowledge, and teaching and learning practice to enhance student learning outcomes.</p> <p>7.2 Teachers plan for and engage in professional learning activities as guided by professional standards for teaching.</p> <p>7.3 Teachers critically reflect on the relevance of their own professional learning.</p> <p>7.4 Teachers engage in discussion of contemporary educational issues and research to improve professional practice.</p> |
| <p><b>STANDARD 8</b></p> <p><b>Professional Responsibilities</b></p> <p>Teachers act in an ethical and professional manner to uphold the integrity of the profession</p> | <p>8.1 Teachers promote the value of education, life-long learning and the profession of teachers in the school and the community.</p> <p>8.2 Teachers have organisational, technological and administrative skills to manage their professional duties.</p> <p>8.3 Teachers understand and fulfil their professional, legal and ethical responsibilities to students, colleagues and the community.</p>  |
| <p><b>STANDARD 9</b></p> <p><b>Effective Partnerships</b></p> <p>Teachers establish and maintain collaborative partnerships within the school and wider community</p>    | <p>9.1 Teachers work with students, families, other professionals and the community to support effective learning.</p> <p>9.2 Teachers seek and provide support while working cooperatively and collaboratively with colleagues and other professionals to improve knowledge and professional practice.</p> <p>9.3 Teachers contribute to the development of school communities that support the learning, teaching and well-being of both students and colleagues.</p>   |



## PROFESSIONAL STANDARDS

As a guide to professional development from pre-service teacher education, through probation to established professional practice

For pre-service teacher educators to structure and support the preparation and development of teachers

For use by provisionally registered teachers to achieve full registration

For use by the community to understand the depth, breadth and complexity of teachers' work

For use by teachers to evaluate and analyse their teaching practices

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