



TRBWA

Teacher Registration Board
of Western Australia

Professional Standards for Teachers in Western Australia

Made under section 20 of the *Teacher Registration Act 2012* and effective from 19 December 2023.



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Development

These Professional Standards for Teachers in Western Australia were developed by the Teacher Registration Board of Western Australia (TRBWA) and approved by the Minister for Education under section 20 of the *Teacher Registration Act 2012* (Act).

The purpose of the Professional Standards for Teachers in Western Australia is to detail the abilities, experience, knowledge or skills expected of registered teachers.

The Professional Standards for Teachers in Western Australia are largely based on the National Professional Standards for Teachers which were developed under the auspices of the Ministerial Council on Education, Early Childhood Development and Youth Affairs by the Australian Institute for Teaching and School Leadership and published in February 2011. In Western Australia, the National Standards require minor amendments to accommodate early childhood teachers working in child care settings as these teachers will be required to be registered with the Teacher Registration Board.

Standards, Domains and Descriptors

These Standards comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping.

The Standards are grouped into three domains of teaching: **Professional Knowledge**, **Professional Practice** and **Professional Engagement**. In practice, teaching draws on aspects of all three domains.

Within each Standard focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Descriptors at two career stages: Graduate and Proficient.

Approval for registration purposes

The Graduate standards are approved by the Board for provisional registration as stipulated in section 16A(b) of the Act. The Proficient standards are approved by the Board for full registration as stipulated in section 15(b) of the Act. Interstate and WA applicants may reference either these Professional Standards for Teachers in Western Australia or the National Professional Standards for Teachers as they are the same in all material respects.

Definitions

In these Standards, the following definitions apply:

Students	Children or young people enrolled at, attending or participating in either a Western Australian educational institution to which the Teacher Registration Act 2012 applies, or any other Australian or New Zealand school.
Teaching	The delivery of curriculum in a Western Australian educational institution as defined in the Teacher Registration Act 2012 or the delivery of equivalent curriculum in any other Australian or New Zealand school.
Curriculum	Prescribed curriculum in Western Australia as defined in the Teacher Registration Act 2012, or any other equivalent Australian or New Zealand school curriculum as approved by the relevant authority.

Professional Knowledge		
Standard 1 – Know students and how they learn		
Focus area	Graduate	Proficient
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students, as relevant, and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programmes using research and collegial advice about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of Aboriginal and Torres Strait Islander students.	Design and implement effective strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Professional Knowledge		
Standard 2 – Know the content and how to teach it		
Focus area	Graduate	Proficient
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programmes.
2.3 Curriculum assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programmes using knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non- Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support literacy and numeracy achievement of students.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programmes to make selected content relevant and meaningful.

Professional Practice		
Standard 3 – Plan for and implement effective teaching and learning		
Focus area	Graduate	Proficient
3.1 Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.
3.2 Plan, structure and sequence learning programmes	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programmes or lesson sequences that engage students and promote learning.
3.3 Use teaching strategies	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop the knowledge, skills, and attributes required by the applicable curriculum or educational programme.
3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.
3.5 Use effective communication with students	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
3.6 Evaluate and improve teaching programmes	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programmes and to improve student learning.	Evaluate personal teaching and learning programmes using evidence, including feedback from students and student assessment data, to inform planning.
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.

Professional Practice		
Standard 4 – Create and maintain supportive and safe learning environments		
Focus area	Graduate	Proficient
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in learning activities.	Establish and implement inclusive and positive interactions to engage and support all students in learning activities.
4.2 Manage the learning environment	Demonstrate the capacity to organise learning activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
4.4 Maintain student safety	Describe strategies that support students' wellbeing and safety working taking into account service, school and/or system requirements and curriculum and legal requirements.	Ensure students' wellbeing and safety taking into account service, school and/or system requirements and curriculum and legal requirements.
4.5 Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Professional Practice		
Standard 5 – Assess, provide feedback and report on student learning		
Focus area	Graduate	Proficient
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including information and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
5.2 Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
5.3 Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.5 Report on student achievements	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Professional Engagement		
Standard 6 – Engage in professional learning		
Focus area	Graduate	Proficient
6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of these professional standards in identifying professional learning needs.	Use these professional standards and advice from colleagues to identify and plan professional learning needs.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and service, school and/or system priorities.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programmes designed to address identified student learning needs.

Professional Engagement		
Standard 7 – Engage professionally with colleagues, parents/carers and the community		
Focus area	Graduate	Proficient
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems, services and schools.
7.2 Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to service and school stage and context.	Understand the implications of and comply with the relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing.
7.4 Engage with professional teaching networks and broader communities	Understand the roles of external professionals and community representatives in broadening teachers’ professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.