

2. Teachers collaborate with others to support teaching, learning and their professional development.

2.1. Teachers conduct themselves in ways that earn the respect of those in their communities and uphold the dignity of the teaching profession.
2.2. Teachers understand that the wellbeing of learners and the support of their learning requires communication and collaboration between teachers, parents, caregivers, other professionals, and the community.
2.3. Teachers are responsible for their ongoing personal, academic and professional growth through reflection, study, reading, and research.
2.4. Teachers participate in endorsed continuing professional teacher development activities/programmes organised by their subject associations, professional learning communities (PLCs), higher education institutions, teacher unions and private providers.
2.5. Teachers provide supportive environments for the induction and mentoring of colleagues who are new to their school, as well as for pre-service and newlyqualified teachers.
2.6. Teachers actively involve themselves in educational debates, curriculum development initiatives, and educational issues that affect them.

3. Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly.

3.1. Teachers are committed to ensuring that learners are given the support they need for inclusive access to learning opportunities.
3.2. Teachers have a responsibility to identify and challenge policies and practices that discriminate against, marginalise or exclude learners.

4. Teaching requires that well-managed and safe learning environments are created and maintained within reason.

4.1. Teachers are in class and teaching during scheduled teaching time.
4. Teaching requires that well-managed and safe learning environments are created and maintained within reason.
4.2. Teachers establish class routines to make the most of the available teaching and learning time.
4.3. Teachers use fair and consistently-applied rules to promote respectful behaviour in their working environments.

5. Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.

5.1. Teachers understand the subject/s they teach as bodies of knowledge in which important concepts are connected to one another.
5.2. Teachers understand how learners process and present information in the subject/s they teach.
5.3. Teachers understand how subject knowledge can be applied to interpret and address real-world issues.
5.4. Teachers keep themselves informed of new developments and research in their subject/s.

7. Teachers understand that language plays an important role in teaching and learning.

7.1. Teachers create opportunities for learners to develop their vocabulary, their command of the Language of Learning and Teaching (LoLT), and to develop their reading and writing skills in the lessons they teach.
7.2. Teachers draw on other languages, when necessary, to enhance learners' understanding of the important concepts in their lessons.
7.3. Teachers enable learners to understand and use the specialist terminology and language of their subject/s.
7.4. Teachers provide learners with ongoing opportunities to read, interpret, and respond to different kinds of written, graphical and visual texts.
7.5. Teachers recognise that all learners need to acquire and hone foundational skills in language and numeracy, and that there is a strong interrelationship between language and numeracy.

8. Teachers are able to plan coherent sequences of learning experiences.

8.1. Teachers use the national curriculum to identify what learners are required to know and do.
8.2. Teachers use the national curriculum and knowledge of their subject/s to understand how important ideas and skills are built up across different years of learning.
8.3. Teachers base their planning on what learners know and understand in order to design coherent units of lessons with meaningful learning activities and assessments.

9. Teachers understand how their teaching methodologies are effectively applied.

9.1. Teachers explain content knowledge to learners in ways that are understandable and accurate.
9.2. Teachers devise tasks that give learners opportunities to consolidate new knowledge learnt and to practise skills.
9. Teachers understand how their teaching methodologies are effectively applied.
9.3. Teachers learn to anticipate what learners will find difficult to understand and develop effective ways to address common misunderstandings.
9.4. Teachers find, develop or modify carefully chosen physical, graphic, digital and text-based resources to enhance learning
9.5. Teachers engage their learners to simulate their curiosity about a subject and motivate them to learn more.

10. Teaching involves monitoring and assessing learning.

10.1. Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.
10.2. Teachers provide learners with constructive feedback that helps them understand how they can improve their learning.
10.3. Teachers analyse learner contributions, their questions and their errors as important data that shows what the learners do and do not yet understand to inform future planning.
10.4. Teachers keep accurate records of assessments that track learner achievement and can report to stakeholders on the progress of learners.

1. Teaching is based on an ethical commitment to the learning and wellbeing of all learners.

1.1. Teachers believe in the capacity of all learners to achieve and make progress both inside and outside the classroom.
1.2. Teachers understand the different challenges that confront learners and their families and consider how these challenges may affect their behaviour and learning.
1.3. Teachers respect different aspects of learners' identities (including gender, race, language, culture, sexual orientation and disability), and believe that these diversities can be a strength and resource for teaching and learning.

