



Classroom Teachers

**NUNAVUT
PROFESSIONAL
STANDARDS**

NUNAVUT PROFESSIONAL STANDARDS FOR CLASSROOM TEACHERS

The greatest resources in Nunavut schools are the educators and school leaders. Nationally and internationally, there is unequivocal evidence that the quality of teaching is the most significant in-school factor affecting student outcomes. There is also strong evidence that educator and school leader performance can be improved through better assessment and feedback leading to targeted professional development. The Department of Education is committed to supporting classroom teachers to grow in their profession within the culturally rich environment of Nunavut to achieve the best possible student outcomes.

The Nunavut Professional Standards for Classroom Teachers (Standards) provide classroom teachers with greater clarity about their roles and responsibilities and expectations in the Nunavut education system. The Standards apply to teachers and language specialists in Nunavut who, although with different educational qualifications, are currently employed as classroom teachers in Nunavut.

The Standards support career-long learning by providing a benchmark to define the skills, values, and behaviours required of teachers and language specialists at various stages throughout their career. The Standards are one component of the Classroom Teacher Professional Development Toolkit. The Standards are used as a companion document to the Classroom Teacher Self-Reflection and Classroom Teacher Professional Development Plan.

The Standards support classroom teachers in actively engaging in ongoing targeted professional development, celebrating successes and career milestones, and identifying areas where classroom teachers would benefit from professional development.

BENEFITS OF PROFESSIONAL STANDARDS

Education systems across the world have developed professional standards for their teachers because of the numerous benefits. Some of these benefits include:

- Clarity of roles and responsibilities;
- Structure to support educator professional development;
- Targeted career goal setting;
- Shared understanding of effective teaching that is consistent in all Nunavut schools;
- Enhanced professionalism;
- Demonstrated commitment to professional excellence; and
- Enhanced student outcomes.

DEVELOPMENT OF THE STANDARDS

The Standards were developed in consultation with teachers, language specialists, principals, and the Nunavut Teachers' Association. The Standards draw from the Australian Professional Standards for Teachers, which reflect best practices for professional development frameworks in education and have a specific focus on Indigenous populations, as well as on students with different language competencies.

ORGANIZATION OF THE STANDARDS

The Nunavut Professional Standards for Classroom Teachers are comprised of nine Standards that outline what teachers and language specialists 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.

Each Standard is described in four career stages: Transitional, Confident, Proficient, and Lead. These four career stages provide benchmarks to recognize the professional growth of teachers and language specialists throughout their careers. The descriptors across the four career stages represent increasing levels of knowledge, practice, and professional engagement. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

DOMAINS OF TEACHING	STANDARDS	FOCUS AREAS AND DESCRIPTORS
PROFESSIONAL KNOWLEDGE	<ol style="list-style-type: none"> 1. Know students and how they learn 2. Know the content and how to teach it 3. Know the Nunavut context and how to implement Inuit Qaujimajatuqangit and Inuit Societal Values 	Refer to the Standard at each career stage
PROFESSIONAL PRACTICE	<ol style="list-style-type: none"> 4. Plan for and implement effective teaching and learning 5. Create and ensure supportive and safe learning environments 6. Assess, provide feedback, and report on student learning 	
PROFESSIONAL ENGAGEMENT	<ol style="list-style-type: none"> 7. Engage in professional learning 8. Engage professionally with colleagues, parents/guardians, and the community 9. Engage in inter-professional collaboration 	

PROFESSIONAL KNOWLEDGE

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN

	Focus area	Transitional	Confident	Proficient	Lead
1.1	Physical, social, cultural, and intellectual development and characteristics of students.	Demonstrate knowledge and understanding of physical, cultural, social, and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social, cultural, and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social, cultural, and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social, cultural, and intellectual development and characteristics of students.
1.2	Understand how students learn, including learning in a second language.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
1.3	Strategies that are responsive to the learning strengths and needs of students.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students.
1.4	Differentiate teaching to meet the specific learning needs of students across the full range of abilities and needs (e.g., mental health, home environment, linguistic background).	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities and needs.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities and needs.	Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities and needs.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities and needs.

PROFESSIONAL KNOWLEDGE

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN

	Focus area	Transitional	Confident	Proficient	Lead
1.5	Strategies to support full participation of students with special learning needs.	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with special learning needs.	Design and implement teaching activities that support the participation and learning of students with special learning needs and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge and relevant policy and legislation to develop teaching programs that support the participation and learning of students with special learning needs.	Initiate and lead the review of school policies to support the engagement and full participation of students with special learning needs and ensure compliance with legislative and/or system policies.

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT

	Focus area	Transitional	Confident	Proficient	Lead
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.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
2.2	Content selection, adaptation, and organization to address the context of students learning in their second language.	Organize and adapt content into an effective learning and teaching sequence that meets the needs of diverse learners.	Organize and adapt content into coherent, well-sequenced learning and teaching programs that meet the needs of diverse learners.	Exhibit innovative practice in the selection, organization, and adaptation of content and delivery of learning and teaching programs that meet the needs of diverse learners.	Lead initiatives that utilize comprehensive content knowledge to improve the selection, sequencing, and adaptation of content into coherently organized learning and teaching programs that meet the needs of diverse learners.

PROFESSIONAL KNOWLEDGE

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT

	Focus area	Transitional	Confident	Proficient	Lead
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 programs using knowledge of curriculum, assessment, and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment, and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment, and reporting requirements.
2.4	Literacy, numeracy, and problem-solving strategies.	Know and understand literacy, numeracy, and problem-solving teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support student literacy, numeracy, and problem-solving achievement.	Support colleagues to implement effective teaching strategies to improve student literacy, numeracy, and problem-solving achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve student achievement in literacy, numeracy, and problem solving, using research-based knowledge and student data.
2.5	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 programs to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

PROFESSIONAL KNOWLEDGE

STANDARD 3 – KNOW THE NUNAVUT CONTEXT AND HOW TO IMPLEMENT INUIT QAUJIMAJATUQANGIT AND INUIT SOCIETAL VALUES

	Focus area	Transitional	Confident	Proficient	Lead
3.1	Understand Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) and the beliefs, laws, principles, values, and practices that underpin Inuit society.	Demonstrate understanding of Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) and the beliefs, laws, principles, values, and practices that underpin Inuit society.	Apply knowledge of IQ and ISV and the philosophy of Inuit beliefs to the elements of teaching and learning.	Provide advice and support to colleagues in the implementation of effective teaching strategies to apply IQ and ISV and the philosophy of Inuit beliefs to the elements of teaching and learning.	Develop teaching programs that effectively apply IQ and ISV and the beliefs, laws, principles, values, and practices that underpin Inuit society.
3.2	Teaching strategies that take into account the student culture.	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, history, and linguistic background on the education of Inuit students.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background, and histories of Inuit students.	Provide advice and support to colleagues in the implementation of effective teaching strategies for Inuit students using knowledge of and support from community representatives.	Develop teaching programs that support equitable and ongoing participation of Inuit students by engaging in collaborative relationships with community representatives and parents/guardians.
3.3	Understand the concept of bilingualism in a learning environment.	Demonstrate knowledge of the official languages of Nunavut and seek external support (e.g., language specialist) to integrate bilingualism in the classroom and support learners with different language competencies.	Design and implement teaching strategies that support learners with different language competencies and incorporate both (or more) languages and allow students to express themselves in the language of their choice.	Fluent in Inuktitut and supports colleagues to develop effective teaching strategies that address the linguistic strengths and needs of students.	Fluent in Inuktitut and uses this expertise to promote bilingualism in the school and support teachers in meeting the linguistic needs of students.

PROFESSIONAL KNOWLEDGE

STANDARD 3 – KNOW THE NUNAVUT CONTEXT AND HOW TO IMPLEMENT INUIT QAUJIMAJATUQANGIT AND INUIT SOCIETAL VALUES

	Focus area	Transitional	Confident	Proficient	Lead
3.4	Strategies for teaching students who are learning in their second language.	Demonstrate broad understanding of the challenges faced by students who are learning in their second language.	Design and implement effective strategies that are responsive to the needs of students who are learning in their second language.	Provide advice and support to colleagues in the implementation of effective teaching strategies for students learning in their second language.	Develop teaching programs that support students learning in their second language.

PROFESSIONAL PRACTICE

STANDARD 4 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	Focus area	Transitional	Confident	Proficient	Lead
4.1	Establish student-centred 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.	Develop a culture of high expectations for all students by modeling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
4.2	Plan, structure, and sequence learning programs.	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

PROFESSIONAL PRACTICE

STANDARD 4 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	Focus area	Transitional	Confident	Proficient	Lead
4.3	Use teaching strategies.	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving, and critical and creative thinking.
4.4	Select and use Nunavut-appropriate resources.	Demonstrate knowledge of a range of resources, including ICT, where available, that engage students in their learning.	Select and use a range of resources, including ICT, where available, to engage students in their learning.	Assist colleagues to select and use a wide range of resources, including ICT, where available, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting and evaluating resources, including ICT, where available, for application by teachers within or beyond the school.
4.5	Use effective classroom communication with specific attention paid to students learning in their second language.	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.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support student understanding, engagement, and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support student understanding, engagement, and achievement.
4.6	Evaluate and improve planning and delivery.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices, and feedback from parents/guardians, students and colleagues.

PROFESSIONAL PRACTICE

STANDARD 4 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	Focus area	Transitional	Confident	Proficient	Lead
4.7	Engage parents/guardians/Elders in the education process.	Describe a broad range of strategies for involving parents/guardians/Elders in the education process.	Plan for appropriate and contextually relevant opportunities for parents/guardians/Elders to be involved in student learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/guardians/Elders to be involved in student learning.	Initiate contextually relevant processes to establish programs that involve parents/guardians/Elders in the education of students and broader school priorities and activities.

STANDARD 5 – CREATE AND ENSURE SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	Focus area	Transitional	Confident	Proficient	Lead
5.1	Support student participation.	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
5.2	Manage classroom activities.	Demonstrate the capacity to organize classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

PROFESSIONAL PRACTICE

STANDARD 5 – CREATE AND ENSURE SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	Focus area	Transitional	Confident	Proficient	Lead
5.3	Promote positive behaviour strategies that enhance students' emotional and social well-being.	Demonstrate knowledge of practical positive behaviour strategies that enhance students' emotional and social well-being.	Promote positive behaviour strategies by working to identify the root of the behaviour, establishing and negotiating clear expectations with students, and addressing discipline issues promptly, fairly, and respectfully.	Develop and share with colleagues a flexible repertoire of positive behaviour strategies using expert knowledge and workplace experience.	Lead and implement positive behaviour initiatives to assist colleagues to broaden their range of strategies.
5.4	Ensure students' physical, emotional, social, and cultural well-being and safety.	Describe strategies that support students' physical, emotional, social, and cultural well-being and safety working within school and/or system, curriculum, and legislative requirements.	Ensure students' physical, emotional, social, and cultural well-being and safety within school by implementing school and/or system, curriculum, and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum, and legislative requirements to ensure students' physical, emotional, social, and cultural well-being and safety.	Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum, and legislative requirements, and assist colleagues to update their practices.
5.5	Use Information Communication Technology (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.	Model and support colleagues to develop strategies to promote the safe, responsible, and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible, and ethical use of ICT in learning and teaching.

PROFESSIONAL PRACTICE

STANDARD 6 – ASSESS, PROVIDE FEEDBACK, AND REPORT ON STUDENT LEARNING

	Focus area	Transitional	Confident	Proficient	Lead
6.1	Assess student learning while taking into account student learning needs, including learning in a second language.	Demonstrate understanding of assessment strategies, including informal 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.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements, and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements, and using a range of assessment strategies.
6.2	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.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective, and appropriate feedback strategies.
6.3	Make consistent and comparable judgements while taking into account student learning needs, including learning in a second language.	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.	Organize assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.
6.4	Interpret student data while taking into account student learning needs, including learning in a second language.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyze and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice.	Co-ordinate student performance and program evaluation using student assessment data to improve teaching practice.

PROFESSIONAL PRACTICE

STANDARD 6 – ASSESS, PROVIDE FEEDBACK, AND REPORT ON STUDENT LEARNING

	Focus area	Transitional	Confident	Proficient	Lead
6.5	Report on student achievement.	Demonstrate understanding of a range of strategies for reporting to students and parents/guardians and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately, and respectfully to students and parents/guardians about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative, and timely reports to students and parents/guardians about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/guardians, and colleagues.

PROFESSIONAL ENGAGEMENT

STANDARD 7 – ENGAGE IN PROFESSIONAL LEARNING

	Focus area	Transitional	Confident	Proficient	Lead
7.1	Identify and plan professional learning needs.	Demonstrate an understanding of the role of the Nunavut Professional Standards for Classroom Teachers in identifying professional learning needs.	Use the Nunavut Professional Standards for Classroom Teachers and advice from colleagues to identify and plan professional learning needs.	Analyze the Nunavut Professional Standards for Classroom Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the Nunavut Professional Standards for Classroom Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
7.2	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 school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high-quality, targeted opportunities to improve practice, and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

PROFESSIONAL ENGAGEMENT

STANDARD 7 – ENGAGE IN PROFESSIONAL LEARNING

	Focus area	Transitional	Confident	Proficient	Lead
7.3	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.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice, to improve the educational outcomes of students.
7.4	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 programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

PROFESSIONAL ENGAGEMENT

STANDARD 8 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/GUARDIANS, AND THE COMMUNITY

	Focus area	Transitional	Confident	Proficient	Lead
8.1	Meet professional ethics and responsibilities.	Understand and apply the key principles described in the Nunavut Teachers' Association Code of Ethics for the teaching profession and the Nunavut Public Service Code of Values and Ethics.	Meet the Nunavut Teachers' Association Code of Ethics and the Nunavut Public Service Code of Values and Ethics.	Maintain high ethical standards and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues, and the community.
8.2	Comply with legislative, administrative, and organizational requirements.	Understand the relevant legislative, administrative, and organizational policies and processes required for teachers.	Understand the implications of and comply with relevant legislative, administrative, organizational and professional requirements, policies, and processes.	Support colleagues to review and interpret legislative, administrative, and organizational requirements, policies, and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organizational, and professional responsibilities.
8.3	Engage with parents/guardians in a sensitive manner based on their language and culture.	Understand strategies for working effectively, sensitively and confidentially with parents/guardians.	Establish and maintain respectful collaborative relationships with parents/guardians regarding their children's learning and well-being.	Demonstrate responsiveness in all communications with parents/guardians about their children's learning and well-being.	Identify, initiate and build on opportunities that engage parents/guardians in both the progress of their children's learning and in the educational priorities of the school.
8.4	Engage with professional teaching networks and broader communities.	Understand the role 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.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

PROFESSIONAL ENGAGEMENT

STANDARD 9 – ENGAGE IN INTER-PROFESSIONAL COLLABORATION

	Focus area	Transitional	Confident	Proficient	Lead
9.1	Role clarification.	Describe your own role and that of others.	Recognize and respect the diversity of other school staff roles, responsibilities, and competencies.	Consider the roles of others in determining your own professional and inter-professional roles.	Integrate competencies/ roles seamlessly into professional practice.
9.2	Team functioning.	Understand the process of team development.	Participate and be respectful of all members' participation in collaborative decision making.	Establish and maintain effective and healthy working relationships with school staff and parents/ guardians and Elders, whether or not a formalized team exists.	Respect team ethics, including confidentiality, resource allocation, and professionalism.
9.3	Collaborative leadership.	Work with others to enable positive student outcomes.	Advancement of interdependent working relationships among all participants.	Facilitation of effective team processes and decision making.	Co-creation of a climate for shared leadership and collaborative practice.
9.4	Inter-professional communication.	Actively listen to other team members.	Communicate to ensure common understanding of decisions.	Develop trusting relationships with team members.	Establish a safe environment in which to express diverse opinions.
9.5	Inter-professional conflict resolution.	Recognize the potential for conflict to occur and take constructive steps to address it.	Identify common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals.	Know, understand, and implement strategies to deal with conflict.	Develop a level of consensus among those with differing views, allowing all members to feel their viewpoints have been heard no matter what the outcome.

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