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# Teacher Competency Standards

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Approved by  
Taylor's College Academic Board  
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## **Taylor’s College Teacher Competency Standards**

“Teachers share a significant responsibility in preparing young people to lead successful and productive lives”

*Australian Institute for Teaching and School Leadership (2011)*

### **Introduction**

This *Teacher Competency Standards* provides a means for teachers of Taylor’s College to participate in meaningful professional development in order to achieve high quality teaching. A teacher has an imperative role in the achievement of students. Much research has been conducted validating this claim (Hattie, 2003; McKinsey & Company, 2007). Research has shown that teaching quality is the largest contributor to student success, outweighing other factors such as race and poverty (Darling-Hammond, 2000; Santiago, 2002). The teachers at Taylor’s College act as the central agent to achieve its purpose to “educate the youth of this world to take their productive place as leaders in the global community” (*Taylor’s Graduate Capabilities and Teaching & Learning Framework*, p. 22). Also, teachers are the main drivers in producing students with values and skills in accordance to the Taylor’s Core Values and Taylor’s Graduate Capabilities.

## **Development Process**

In drafting this document, a task force was formed consisting of administrators and teaching staff and every effort was made to represent the teachers encompassing a wide range of teaching experience. International and national standards were examined (see Bibliography) in order to reflect the breadth of the programmes available in Taylor's College and to produce a document firmly anchored on academic research. The Department of Education and Training [DET] of Western Australia, Australia (2004) recommends that standards be guided by values. As such the *Taylor's Graduate Capabilities and Teaching and Learning Framework* were consulted during this process in order to ensure a framework guided by Taylor's core values. The task force met over a period of two months to formulate the standards.

## **Literature Review**

There is strong consensus in the academic community regarding the need for standards stipulating explicitly the required behaviours and outcomes of what constitutes professional teaching. In essence standards for teacher competency provide a "way to capture what it is that effective teachers know, do and value" (Teacher Quality and Educational Leadership Taskforce, 2003, p.3). Standards provide a tool for teachers to conduct a self-reflective process for the purposes of personal development and personal goal setting (Australian Institute for Teaching and School Leadership [AITSL], 2011; Advisory Committee on Teacher Education and Qualifications [ACTEQ], 2009; Training and Development Agency for Schools [TDA], 2007) in addition to providing a common language for discourse among teachers and administrators (AITSL, 2011). This common language fosters a sense of collaboration and builds a learning community (Ministry of Education, Ontario,

2009). Practically, standards provide a means to recognise, celebrate and eventually reward good teaching (DET, 2004).

The Ministry of Education, Quebec (2001) posits that standards of teacher competency are an integral part of an overall strategy for teachers to achieve professionalisation which is defined as a synthesis between “professionalism” and “professionalism” (p.17). The former being a process of achieving an effective skill level in which the teacher is able to gather and apply appropriate knowledge to a specific task while sharing and codifying practical knowledge for transmission (p.18). Professionalism on the other hand is related to a process of the “construction of a social identity” (p.19) in which practitioners attain a status to which they are regarded as professionals. This strategy (with the standards) encourages teachers to view themselves as professionals (National Institute of Education [NIE], 2009) and achieves a level of confidence by the public to be placed on the profession (DET, 2004, p.3).

A majority of the sources examined organizes the competency standards for teachers into domains or “broad headings” (General Teaching Council for Northern Ireland [GTCNI], 2011) within which the teacher competency standards are placed. These domains often reflect the breadth of attributes required of a professional teacher and is well summarized by ACTEQ (2009) as “the abilities, skills, knowledge and attitudes required to achieve professional goals efficiently” (p.9).

Additionally, the competency standard examined often included a “developmental continuum” (GTCNI, 2011, p.11) within the context of the domains. This stresses the importance of teacher development as a continuous process and is the basis for a developmental approach to teacher training. Teachers start at the beginning of the continuum as “Graduate” (AITSL, 2011) or

attaining “Qualified Teacher Status” (TDA, 2007) and progress through their career achieving a high level of professionalisation at the opposite end of the continuum.

In drafting the competency standards for teachers it is important to consider the following two recommendations from the Ministry of Education (2001) of the Government of Quebec. They are “over-specification” and “over-generalization” (p.47). The former reduces the standards to a set of rules diminishing the creativity of the teacher while the latter produces statements that offer little or no direction.

### **Organisation**

In alignment with most international competency standards, the development continuum specified in the Taylor’s College Teacher Competency Standards begins with Lecturer through to Senior Lecturer ending with Principal Lecturer. A Lecturer is one who is expected to be competent in the areas of managing student behaviour, and assessing and reporting the learning outcomes. A Senior Lecturer is one who is accomplished as a lecturer, able to take on the task of setting departmental directions with new initiatives and projects whilst playing the role of a mentor or coach, sharing professional expertise. The Principal Lecturer assumes a professional leadership position, initiating and implementing teaching and learning innovations/strategies, and works on cross collaboration and engagement.

Within these categories of the continuum are further placed sub-strands consisting of Lecturer 1, 2 and 3 (within the Lecturer category) and Senior Lecturer 1 and 2 (within the Senior Lecturer category). The Principal Lecturer category has no sub-strands (refer to the diagram below).

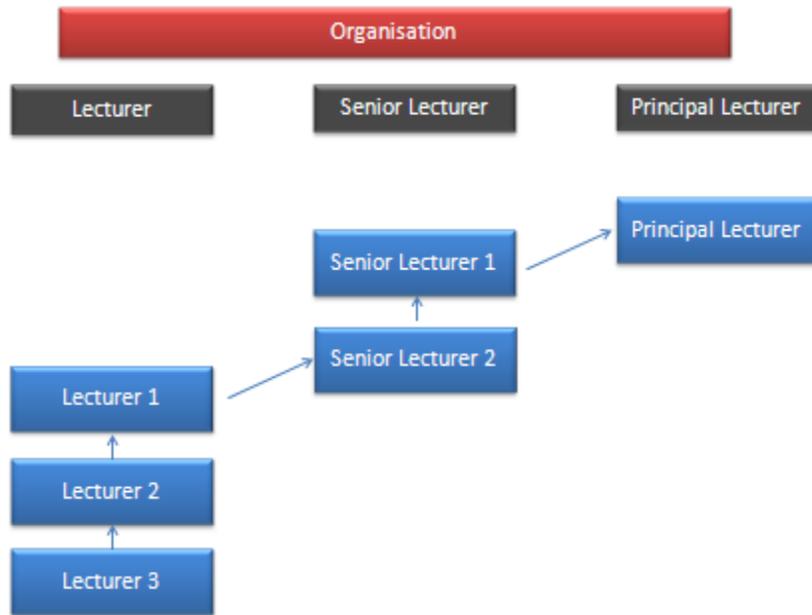
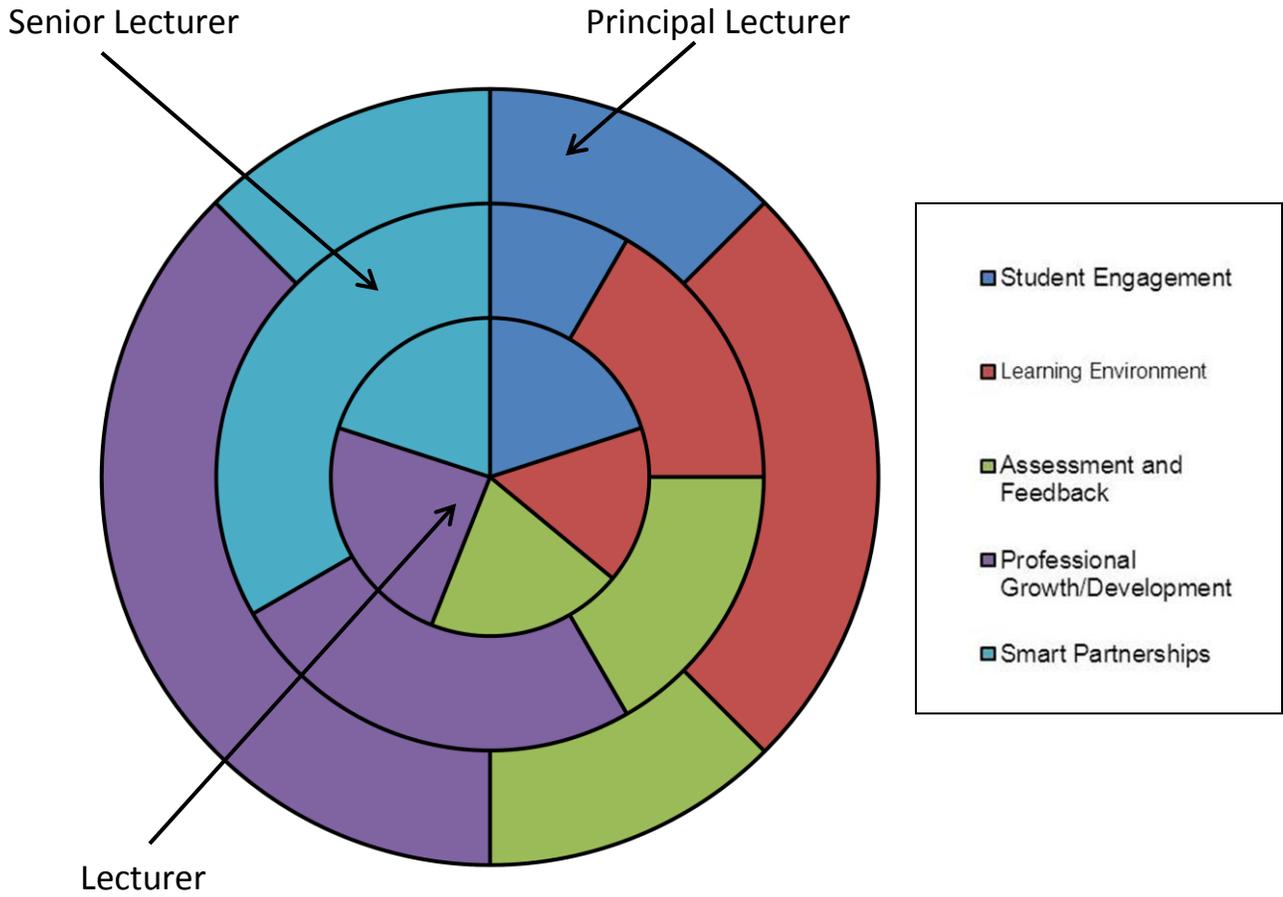


Diagram 1: Organisation of Career Progression Continuum

The domains addressed by the standards are as follows: Student Engagement, Learning Environment, Assessment and Feedback, Professional Growth and Development, and Smart Partnerships. These domains are crafted to reflect the three major components for professional teaching that is knowledge (of curriculum and student), practice (including pedagogy and technology) and engagement (within Taylor’s College and in a wider social context) as elaborated in AITSL (2011). It is envisaged that a professional lecturer, regardless of the position in the continuum as illustrated above, would have skills and requirements covered in all domains. If there are differences, it would be the extent of the mastery.

Chart 1: Domains of Teacher's Competencies



## Domains

The details for each domain are outlined in the table below.

	<b>Lecturer</b>	<b>Senior Lecturer</b>	<b>Principal Lecturer</b>
<b>Student Engagement</b>	<p>D1.L1 Undertakes planning to support student centred teaching and learning process</p> <p>D1.L2 Selects and uses instructional resources, including information and communication technologies (ICT)</p> <p>D1.L3 Initiates appropriate and purposeful opportunities for students to work independently and collaboratively</p> <p>D1.L4 Provides learning experiences that promote problem solving, critical thinking, inquiry and creativity</p> <p>D1.L5 Identifies and responds sensitively to the learning needs of an individual or group of students</p>	<p>D1.SL1 Develops and implements an exemplary programme to address the specific learning needs of an individual or group of students</p>	<p>D1.PL1 Evaluates exemplary teaching strategies used to address the specific learning needs of an individual or group of students</p>
<b>Learning Environment</b>	<p>D2.L1 Builds and maintains appropriate levels of respect and rapport between teacher and students; and students and peers</p> <p>D2.L2 Conveys high expectations of learning and</p>	<p>D2.SL1 Acts as a role model of Taylor's core values</p> <p>D2.SL2 Promotes a culture of professional sharing within respective programmes</p>	<p>D2.PL1 Initiates and implements strategies to support practice of Taylor's core values</p> <p>D2.PL2 Institutes a culture of professional sharing across programmes</p>

	<p>achievement to students</p> <p>D2.L3 Establishes clear standards of conduct in line with Taylor’s core values</p> <p>D2.L4 Responds appropriately and respectfully to student behaviour at all times</p>		
<b>Assessment and Feedback</b>	<p>D3.L1 Develops and applies fair practices in assessment and reporting</p> <p>D3.L2 Monitors and assesses student learning outcomes to provide the basis for on-going planning and reporting</p> <p>D3.L3 Provides consistent feedback on student progress and achievement based on a range of evidence</p> <p>D3.L4 Provides comprehensive feedback to students, parents and other caregivers</p> <p>D3.L5 Records evidence of student attainment of learning outcomes in order to inform on-going planning and reporting processes</p>	<p>D3.SL1 Develops and implements a range of exemplary assessment strategies</p> <p>D3.SL2 Shares knowledge and experience of using exemplary assessment strategies with colleagues</p>	<p>D3.PL1 Reviews the effectiveness of exemplary assessment strategies</p>
<b>Professional Growth/Development</b>	<p>D4.L1 Reflects on professional experiences and initiates action to promote professional growth</p>	<p>D4.SL1 Shares professional knowledge, understanding and skills</p>	<p>D4.PL1 Builds partnerships with members of the community to support student learning</p>

	<p>D4.L2 Exercises accurate assessment of lesson effectiveness in meeting learning outcomes</p> <p>D4.L3 Participates in self-development processes</p> <p>D4.L4 Describes and documents own professional growth</p> <p>D4.L5 Demonstrates a strong, on-going commitment to professional learning</p> <p>D4.L6 Provides professional support to colleagues</p>	<p>D4.SL2 Supports the induction of colleagues</p> <p>D4.SL3 Models self-development processes</p>	<p>D4.PL2 Leads the development and implementation of the curriculum policy and/or programmes</p> <p>D4.PL3 Analyses the learning environment to provide feedback on the implementation of curriculum</p>
<b>Smart Partnerships</b>	<p>D5.L1 Works co-operatively with colleagues</p> <p>D5.L2 Interacts effectively with stakeholders, including parents and other caregivers</p> <p>D5.L3 Supports the development, monitoring and implementation of the curriculum and/or programmes</p> <p>D5.L4 Contributes to team meetings</p> <p>D5.L5 Motivates team members toward achieving intended outcomes</p>	<p>D5.SL1 Engages in team planning processes, and provides direction for team members</p> <p>D5.SL2 Shares knowledge of educational initiatives in relation to classroom practices</p> <p>D5.SL3 Prepares team members to take responsibility for tasks</p> <p>D5.SL4 Promotes cooperative decision-making processes</p>	<p>D5.PL1 Establishes network with the community</p>

## Strands

There are strands in each domain, providing a structure in the build-up of the framework as below:

### Domain 1: Student Engagement

Lecturer					
<b>Lecturer 3</b>	Identifies learning outcomes for individuals/ groups that are matched to students' developmental needs which are consistent with programme and college requirements	Establishes coherent links between intended learning outcomes, experiences and forms of assessment	Evaluates instructional resources and ICT for accuracy and usefulness in representing particular concepts	Emphasizes language as a vehicle for learning through discussions, listening and responding to others	Uses a range of verbal and non-verbal communication strategies to support students' engagement
	Explains concepts, relationships, procedures and processes	Makes explicit connections between content and students' prior learning, contexts and interests	Identifies the learning needs of individuals/ groups of students, providing an inclusive learning environment	Identifies barriers that inhibit student learning and achievement	Documents the specific learning needs of students
<b>Lecturer 2</b>	Makes the purpose of learning experiences explicit to students and links new concepts to prior knowledge	Implements learning experiences that provide opportunities for student collaboration and problem solving	Promotes students' awareness of their own thought processes and the use of reflection to build new understanding	Manages access to human, physical and ICT resources that is inclusive of all students and facilitates the achievement of outcomes	Assumes different roles in the instructional process based on the content and purposes of learning experiences
	Prepares purposeful and sequential learning experiences that integrate learning areas	Makes provisions inclusive of individual students with particular learning needs	Employs effective questioning strategies to promote student involvement and critical thinking	Employs a range of instructional resources including ICT in student learning experiences	Encourages students to take responsibility for attaining learning goals

	Makes provisions for students to work both independently and collaboratively	Examines and manages the differences in learning styles among individuals or groups of students			
<b>Lecturer 1</b>	Encourages students in the use of instructional resources and ICT to enhance learning	Uses varying patterns of interaction within and across learning experiences	Designs practical learning experiences that draws upon Taylor's core values	Provides opportunities for students to develop reflective decision-making skills, allowing them to map their own learning	Demonstrates flexibility and responsiveness in motivating and supporting student learning with informed and continuous expansion of instructional strategies and technologies to match students' level of interest
	Designs experiences that support students in becoming independent learners				
<b>Senior Lecturer</b>					
<b>Senior Lecturer 2</b>	Selects from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students	Initiates collaboration among colleagues in providing students with opportunities to participate in activities that enrich students' learning experiences	Assists colleagues to select a wide range of verbal and non-verbal communication strategies to support students' engagement	Models effective practice and supports colleagues to implement strategies that engage and support all students	Assists colleagues to apply effective strategies to develop discipline-specific knowledge, cognitive capabilities and soft skills
	Sets high expectations for student achievement by	Shares effective teaching strategies that meet the needs	Reviews and initiates new teaching strategies	Demonstrates exemplary instructional strategies and	

	providing challenging learning outcomes	of students		skills that stimulates students' learning	
<b>Senior Lecturer 1</b>	Models effective practice and supports implementation of strategies that engage all students	Collaborates and reviews current teaching and learning strategies using student feedback and assessment data	Develops, in collaboration with colleagues, effective teaching strategies and techniques that meet the needs of individual students and/or specific groups of students	Collaborates to plan, evaluate and modify teaching and learning strategies to create engaging learning environments	Models and shares with colleagues a range of classroom management strategies to engage students in purposeful activities
	Creates exemplars of effective teaching practices	Collaborates to design and select teaching and learning resources, including ICT	Monitors implementation of activities and evaluates outcomes and the impact on students, making timely modifications whenever necessary	Models and maintains exemplary instructional strategies and skills that stimulate students' learning	
<b>Principal Lecturer</b>					
	Designs evaluation strategies to determine the effectiveness of teaching strategies in addressing specific learning needs	Gathers and analyses information from a variety of information sources to judge the effectiveness of teaching strategies in meeting specific learning needs	Recommends modifications or enhancements to teaching strategies	Collaborates with other professionals to solve problems, generate new ideas, shape experiences and seek and provide feedback	

## Domain 2: Learning Environment

<b>Lecturer</b>					
<b>Lecturer 3</b>	Respects students as individuals with different experiences, skills, talents and interests	Responds to students' emotional needs by providing appropriate support	Accepts and values students' diversity and treats students equitably	Guides students to take ownership of their learning initiatives	Addresses student safety issues and concerns
	Listens and responds to students' questions, comments, opinions, thoughts, ideas and silences	Elicits / gathers information on students' knowledge, personal experiences and background to facilitate the planning of collaborative learning experiences with student			
<b>Lecturer 2</b>	Modifies communication styles to be inclusive of diverse student needs	Cultivates respect and sensitivity in in the learning environment			
<b>Lecturer 1</b>	Utilizes the whole college (physical and human) as an environment to enhance student learning	Seeks assistance from colleagues to address identified professional learning needs			
<b>Senior Lecturer</b>					
<b>Senior Lecturer 2</b>	Works with colleagues to develop effective strategies that address the learning strengths and needs of students from	Models and collaborated to promote the ethical use of resources including ICT	Develops constructive relationships in line with Taylor's core values and beliefs with students and colleagues to		

	diverse linguistic, cultural and socioeconomic backgrounds		create a positive and meaningful learning environment		
<b>Senior Lecturer 1</b>	Develops and shares with colleagues a range of classroom management strategies	Models and shares with colleagues a range of classroom management strategies to create a meaningful learning environment	Establishes effective support network and initiatives for collaborative work among relevant teams in line with programme goals and student needs	Exerts positive influence on colleagues and students through exemplary practice of developing mutually trusting relationships with them	
<b>Principal Lecturer</b>					
	Leads in the development of productive learning environments by reviewing strategies and exploring new approaches	Establishes effective support network and initiatives for collaborative work among relevant teams in line with college goals and student needs	Initiates and leads in the implementation of effective classroom management strategies	Leads inter programme sessions on using varied strategies to implement purposeful learning and teaching programmes	Outlines implications for professional practices arising from approaches described and used
	Takes a leadership role in cultivating Taylor's Core Values	Leads inter-programme development of effective learning activities			

### Domain 3: Assessment and Feedback

Lecturer					
<b>Lecturer 3</b>	Investigates barriers that inhibit students' demonstration of learning outcomes	Includes the use of ICT enriched assessment tasks	Allows students adequate time to complete assessment tasks	Links assessment tasks to students' experiences both within and outside the classroom	Encourages student self/peer monitoring and reflection where appropriate
	Provides timely and comprehensive feedback on student progress and achievement to all stakeholders	Applies a range of assessment and reporting strategies that consider needs of students	Participates in assessment moderation activities that support student learning	Discusses observations and judgements with colleagues to verify interpretations of recorded evidence	Provides detailed, accurate and informative written and oral reports on student progress, consistent with recorded assessment information
	Uses recorded evidence as a basis for estimating student attainment of learning outcomes	Plans and conducts monitoring and assessment activities in accordance with programme and college policies	Provides students with clear and constructive feedback on performance within an appropriate time frame	Uses evidence of achievement of learning outcomes to inform on-going planning of learning experiences	Undertakes interpretation and analysis of recorded evidence
	Uses a range of methods for recording observations and judgements	Relates assessment tasks to planned learning outcomes	Uses information acquired through monitoring and assessment to inform planning		
<b>Lecturer 2</b>	Examines differences in learning styles among students to develop assessment and reporting strategies that are sensitive and responsive to individual learning needs	Plans and uses purposeful assessment tasks which are integrated within and/or across sequences of learning experiences	Designs assessment tasks inclusive of all students, allowing students to demonstrate achievements in a variety of ways	Contributes in assessment moderation activities that support consistent assessment of student learning	
<b>Lecturer 1</b>	Analyses existing assessment strategies to	Provides a range of opportunities for students to	Negotiates explicit assessment criteria to ensure		

	determine their appropriate-ness for an individual or a group of students	demonstrate their learning	students know what is expected in assessment activities		
<b>Senior Lecturer</b>					
<b>Senior Lecturer 2</b>	Shares valid and reliable assessment methods	Shares knowledge from extensive repertoire of assessment strategies	Assists colleagues in the successful use of assessment strategies	Assists in analysis of information on student performance to further plan with colleagues on best practices	Shares exemplary assessment tasks with colleagues
	Organises and conducts assessment moderation activities that provides accurate feedback of student learning	Constructs or modifies assessment tasks to suit students' known ways of thinking and demonstrating their learning			
<b>Senior Lecturer 1</b>	Develops innovative assessment strategies in collaboration with colleagues	Develops & shares assessment tasks that promote connections between curriculum requirements and local context, including language and culture	Leads assessment moderation activities that provides accurate feedback of student learning	Models exemplary assessment strategies to colleagues within programme	Facilitate sessions with colleagues on best practices
<b>Principal Lecturer</b>					
	Reviews & improves assessment strategies	Reviews assessment moderation activities that provides accurate feedback of student learning	Lead with sharing of exemplars on assessment tasks between programmes	Review & revise exemplary assessment strategies to be current	

## Domain 4: Professional Growth/Development

Lecturer					
<b>Lecturer 3</b>	Obtains feedback from a variety of sources to prompt reflection and action	Establishes goals for his or her own professional development	Participates regularly in professional learning linked to identified needs	Modifies own professional approach based on reflections	Participates in programme initiatives
	Participates in a range of appropriate professional learning that enhances teaching and learning practice	Participates in networking, workshops, conferences, seminars or courses and engages in professional reading	Engages in frequent critical reflection on professional experiences and practice	Seeks actively and utilises consistently feedback to further develop professional practice	Seeks feedback on own professional effectiveness from a variety of sources: for example, colleagues, students and parents
	Engages in constructive dialogue about teaching and learning with colleagues	Engages in dialogue with colleagues in relation to professional issues	Identifies and explores professional learning needs and opportunities	Seeks assistance from colleagues to address identified professional learning needs	Plans action, based on reflections, to promote own professional growth
<b>Lecturer 2</b>	Reflects on a wide range of actions and experiences to identify areas for on-going professional growth	Identifies theories, concepts and ideas that underpin approaches to teaching and learning	Offers support and advice to colleagues across a range of professional issues	Assists colleagues to locate resources for classroom use	Participates & supports programme initiatives
<b>Lecturer 1</b>	Undertakes classroom-based self-development projects: for example; action research, work-shadowing	Provides professional support to colleagues with varying levels of experience	Prompts colleagues to reflect on professional experiences, issues, decision-making and practice to enhance professional effectiveness	Assists colleagues to determine and prioritise professional development needs	Assists colleagues to plan and implement action strategies to respond to identified professional learning needs

<b>Senior Lecturer</b>					
<b>Senior Lecturer 2</b>	Collaborates with colleagues and/or other professionals to generate new ideas, shape experiences and seek and provide feedback	Engages in continuous reflections to generate new ideas that improve teaching	Shares planning, implementation, monitoring, assessment, recording and reporting strategies	Keeps abreast with new and developing trends in education with the intention of improving practice and expanding resource base for colleagues	Assists colleagues to build and maintain professional relationships within the programme
	Provides constructive feedback on professional growth	Sharing exemplary teaching & learning practices			
<b>Senior Lecturer 1</b>	Participates in networking, workshops, conferences, seminars or courses and engages in professional sharing	Provides consistent and constructive feedback to others in relation to their self-development	Conducts demonstration lessons for beginning and/or experienced teachers as appropriate	Assists colleagues to build and maintain professional relationships between programme	Models and shares teaching skills gained through professional development
	Facilitates best practices on professional growth	Facilitates programme initiatives	Encourages and supports the use of new and varied resources among colleagues	Facilitates exemplary teaching and learning practices	
<b>Principal Lecturer</b>					
	Collaborates with colleagues &/or other professionals to enhance professional growth	Organises professional training for programme	Assists colleagues to determine and prioritise professional development needs		

## Domain 5: Smart Partnerships

Lecturer					
<b>Lecturer 3</b>	Understands the structure of the curriculum	Initiates contact with parents or caregivers to report progress or seek support	Completes key identified tasks and is focused on putting plans into action	Participates in collegial school activities designed to enhance student learning	Identifies relevant curriculum support documents
	Works with team members to address individuals' concerns and queries	Demonstrates sound knowledge of key concepts and processes of learning associated with relevant learning areas	Adjusts classroom practices as required to ensure consistency with curriculum policy and programme initiatives	Articulates core values, learning and assessment principles underpinning respective curriculum	Seeks colleagues' perspectives in attempting to respond to issues, problems or challenges
	Collects, analyses and presents information to support the development of curriculum policy or programmes	Explains how learning areas are interconnected and how they link to overarching outcomes	Encourages parents or caregivers to initiate contact to support students' wellbeing	Communicates information with great sensitivity to parents, students and other stakeholders	Engages in on-going constructive dialogue with parents, students and other stakeholders
	Engages the wider community as a resource for learning	Negotiates solutions to respond to parent or caregiver issues, concerns or problems	Responds to advice, concerns and requests for assistance by parents or caregivers	Explains policies and procedures to promote understanding among parents or caregivers	Identifies information required to support the development of curriculum policy or programmes
	Values the contributions made by team members from all backgrounds	Works with team members to achieve the purpose of the team	Contributes to the development of key outcomes to guide teamwork	Uses effective communication processes to obtain and share information	Provides team members with support and constructive feedback
	Respects the various perspectives of others when addressing issues associated with teaching and learning and student care	Uses the benefits associated with working with a diverse teaching and non-teaching staff to meet student learning needs	Gathers classroom-based data and information required to support curriculum policy and programme teams	Engages in active listening to determine and clarify parent or caregiver concerns and requests	Values, promotes and openly acknowledges the contributions of all team members
	Works with team members to prioritise tasks				

<b>Lecturer 2</b>	Describes the relationship between content and pedagogy	Offers a personal perspective on issues, problems or challenges	Models respect and support for diversity of teaching and working styles	Provides team members with support and constructive feedback	Uses effective communication processes to obtain and share information
	Analyses information collected from various sources to determine specific learning needs	Provides timely, ongoing and effective feedback to parents, students and other stakeholders	Encourages individuals to provide constructive feedback and support to other team members		
<b>Lecturer 1</b>	Disseminates information in relation to a curriculum policy or programme to support implementation	Develops a plan to facilitate effective implementation of the curriculum policy or programme	Demonstrates effective communication skills when providing feedback to parents, students and other stakeholders		

**Senior Lecturer**

<b>Senior Lecturer 2</b>	Uses understanding of curriculum processes and learning theory to support contributions to team discussions	Cooperates with team members in order to formulate team responses to curriculum issues while respecting the views of others	Accepts responsibility for completing team-related delegated tasks outside team meetings	Seeks further information and support from team members to clarify identified tasks	Works with team members to establish the purpose of the team
	Works with team members to define and establish the roles and responsibilities of team members	Briefs regularly the team in relation to progress and developments to minimise ambiguity and uncertainty	Demonstrates account-ability, responsibility and ethical practice	Encourages the team to find styles of working that are consistent with the team, individual preferences and task	Mentors team members to assist in the achievement of quality outcomes
	Shares knowledge and experience of using innovative and/or exemplary strategies to	Models and develops a productive and participatory team environment that values,	Collaborates in the development of innovative teaching and learning strategies to meet the needs		

	assist colleagues to meet student learning needs	encourages and respects the diverse working styles of team members	of students		
<b>Senior Lecturer 1</b>	Implements and establishes mechanisms for monitoring progress of delegated tasks	Creates a secure team environment in which members are encouraged to take risks and seek challenges	Plans with others ways in which the team can benefit from the diversity of its membership	Establishes and implements systems to monitor the effectiveness of the curriculum or programme	Determines curriculum and/or programme issues to be addressed
	Recognises team members' strengths and interests and, where possible, incorporates them into work assignments	Fosters ownership of decisions through an inclusive approach to decision-making that is characterised by mutual trust and respect	Collaborates to provide opportunities for parents/ caregivers to participate in students' learning		
<b>Principal Lecturer</b>					
	Initiates and forms partnerships with members of the college community	Demonstrates high-level of interpersonal skills in building and enhancing partnerships	Works to resolve problems, issues and concerns of partners in a sensitive and respectful manner	Leads planning teams to develop learning area statements relevant to the curriculum	Designs mechanisms for monitoring progress of delegated tasks
	Encourages colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning to meet the needs of all students	Leads and creates an environment of sharing that facilitates participation in the development of programme processes	Manages change in response to programme initiatives	Participates in the establishment of processes to monitor the implementation of curriculum policy or programme initiatives	Responds to issues, problems and concerns identified through monitoring processes

## GLOSSARY

Assessment strategies	A structured design to measure the learning outcomes of students. Further information, refer to <i>Taylor's Graduate Capabilities and Teaching &amp; Learning Framework</i> , pp 38 – 40
Best practices	Exemplary approaches and methodologies which have delivered the desired learning outcomes
Developmental need	Identified gaps in students' learning
Exemplary	Excellent example and worthy of being modelled
Instructional resources	Resources that support the delivery of a subject or course
Lead	To encourage others by setting an example in taking the first step; to guide and steer others in meeting the desired teaching and learning outcomes
Learning environment	The setting where learning takes place. Further information, refer to <i>Taylor's Graduate Capabilities and Teaching &amp; Learning Framework</i> , p14
Model	An example to emulate
Reflect	To evaluate experiences and actions taken, and through experiential learning, apply the understanding to resolve a problem or to further enhance one's capability.
Stakeholders	Individuals or groups who have a share of involvement in the education quality and outcomes. Namely, students, academic and administrative staff, parents and the community.
Student centred teaching	"focuses on the student's needs, abilities, interests and learning styles with the teacher as a facilitator of learning" ( <i>Taylor's Graduate Capabilities and Teaching &amp; Learning Framework</i> , p 14)

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