

Coaching Young People for Success - Leaders Accreditation Training and curriculum alignment to the Australian Teacher Professional Standards

CYPFS has been mapped against the Northern Territory Teachers Professional standards

(Please note the general categories for teacher's professional standards are the same for each state in Australia however the numbering system may vary)

Professional Engagement		Professional Knowledge			Professional Practice		
1	2	3	4	5	6	7	8
Teachers are active members of their profession.	Teachers reflect on, evaluate and improve their professional knowledge and practice.	Teachers know their students.	Teachers know how students learn and how to teach them effectively.	Teachers know the content they teach.	Teachers plan, program, assess and report for effective learning.	Teachers create and maintain safe and challenging learning environments.	Teachers use a range of teaching practices and resources to engage students in effective learning.

Professional development activity CYPFS Leader's Accreditation Training	Standards referenced in the PD Activity (Tick those that apply)							
	1	2	3	4	5	6	7	8
Module 1. Career Coaching Module			3.1 3.3	4.1 4.2 4.3 4.4 4.5	5.1 5.2 5.3	6.2	7.2 7.3 7.4	8.2 8.3
Module 2. Life Coaching Module			3.1 3.3	4.1 4.2 4.3 4.4 4.5	5.1 5.2 5.3	6.2	7.2 7.3 7.4	8.2 8.3
Module 3. Performance Coaching Module/s			3.1 3.3	4.1 4.2 4.3 4.4 4.5	5.1 5.2 5.3	6.2	7.2 7.3 7.4	8.2 8.3
Module 4. Peer Coaching Module			3.1 3.3	4.1 4.2 4.4	5.1 5.2 5.3	6.2	7.2 7.3 7.4	8.1 8.2 8.3
Advanced Coaching Skills		2.1 2.2 2.5	3.1 3.3	4.1 4.2 4.4	5.1 5.2 5.3	6.2	7.2 7.3 7.4	8.1 8.2 8.3

GRADUATE

COMPETENT

ACCOMPLISHED

PROFESSIONAL ENGAGEMENT

1	TEACHERS ARE ACTIVE MEMBERS OF THEIR PROFESSION.	<p>1.1 Graduate teachers can contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.</p> <p>1.2 Graduate teachers can develop and maintain positive relationships with other professionals, parents/carers and members of the broader community to provide effective learning for students.</p> <p>1.3 Graduate teachers begin to share responsibility for the integrity of the profession by promoting learning, the value of education and the profession in the wider community.</p> <p>1.4 Graduate teachers act with dignity, courtesy and empathy in their relationships with all staff, students, parents/carers and the education community.</p> <p>1.5 Graduate teachers understand and fulfil their legal and ethical responsibilities.</p>
	TEACHERS REFLECT ON, EVALUATE AND IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE.	<p>2.1 Graduate teachers can reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.</p> <p>2.2 Graduate teachers begin to work collaboratively with others to discuss contemporary issues and research to improve professional practice.</p> <p>2.3 Graduate teachers identify their own professional learning needs with assistance, and plan for and engage in professional development activities as identified in consultation with colleagues.</p> <p>2.4 Graduate teachers have a repertoire of organisational, technological and administrative skills to help manage their duties effectively.</p> <p>2.5 Graduate teachers acknowledge and engage critically with change to maintain relevance in their teaching and to clarify educational priorities in negotiation with their workplace.</p>

1	TEACHERS CONtribute TO THE DEVELOPMENT OF SCHOOL COMMUNITIES THAT SUPPORT THE LEARNING AND WELLBEING OF BOTH STUDENTS AND FELLOW TEACHERS.	<p>1.1 Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.</p> <p>1.2 Teachers develop and maintain positive relationships with other professionals, parents/carers and members of the broader community to provide effective learning for students.</p> <p>1.3 Teachers share responsibility for the integrity of the profession by promoting learning, the value of education and the profession in the wider community.</p> <p>1.4 Teachers act with dignity, courtesy and empathy in their relationships with all staff, students, carers and the education community.</p> <p>1.5 Teachers understand and fulfil their legal and ethical responsibilities.</p>
	TEACHERS REGULARLY REFLECT ON AND CRITICALLY EVALUATE THEIR PROFESSIONAL KNOWLEDGE AND THE EFFECTIVENESS OF THEIR TEACHING.	<p>2.1 Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.</p> <p>2.2 Teachers work collaboratively with others to discuss contemporary issues and research to improve professional practice.</p> <p>2.3 Teachers identify their own professional learning needs and plan for and engage in professional development activities.</p> <p>2.4 Teachers develop organisational, technological and administrative skills to manage their duties effectively.</p> <p>2.5 Teachers acknowledge and engage critically with change to maintain relevance in their teaching and to clarify educational priorities.</p>

1	ACCOMPLISHED TEACHERS ACTIVELY CONTRIBUTE TO AND PROMOTE PROGRAMS, POLICIES AND PRACTICES THAT SUPPORT THE WELL-BEING OF ALL MEMBERS OF THE SCHOOLS COMMUNITY.	<p>1.1 Accomplished teachers actively contribute to and promote programs, policies and practices that support the well-being of all members of the schools community.</p> <p>1.2 Accomplished teachers actively participate in strong educational networks through professional associations, system activities and professional relationships.</p> <p>1.3 Accomplished teachers build networks, partnerships and working relationships to enhance the community's knowledge about, and are advocates for, the status of the profession.</p> <p>1.4 Accomplished teachers model and actively encourage professional integrity and empathy in diverse educational contexts.</p> <p>1.5 Accomplished teachers model and mentor others in the legal and ethical obligations of the profession.</p>
	ACCOMPLISHED TEACHERS ACTIVELY SEEK AND ACT UPON EXPLICIT FEEDBACK ON THEIR PRACTICE FROM A RANGE OF SOURCES.	<p>2.1 Accomplished teachers actively seek and act upon explicit feedback on their practice from a range of sources.</p> <p>2.2 Accomplished teachers use high level communication skills to strategically think about and respond to issues challenging the profession.</p> <p>2.3 Accomplished teachers engage and lead professional learning that is embedded in the needs of the individual, the school and the system.</p> <p>2.4 Accomplished teachers seek opportunities to build dynamic learning communities that engage in high level dialogue, interaction and collaboration.</p> <p>2.5 Accomplished teachers take a leading role in debate, discussion, implementation and review of educational change.</p>

PROFESSIONAL KNOWLEDGE

3	TEACHERS KNOW THEIR STUDENTS.	<p>3.1 Graduate teachers know how to assess the learning capabilities of their students and are aware of the factors that can influence their learning.</p> <p>3.2 Graduate teachers recognise and are responsive to the social, cultural, historical and religious backgrounds of the students they teach, and value their diversity.</p> <p>3.3 Graduate teachers develop an understanding and respect for students as individuals, and are sensitive to their social needs and learning styles and the ways they interact with others.</p> <p>3.4 Graduate teachers know the importance of working with and communicating regularly with students' families to support their learning.</p>
	TEACHERS KNOW HOW STUDENTS LEARN AND HOW TO TEACH THEM EFFECTIVELY.	<p>4.1 Graduate teachers know that relationships form the basis of all teaching and learning.</p> <p>4.2 Graduate teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their developing practice.</p> <p>4.3 Graduate teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.</p> <p>4.4 Graduate teachers know how to engage students in active learning.</p> <p>4.5 Graduate teachers know how learning environments, program design, use of materials and resources, assessment and the structure of activities impact on learning.</p>
	TEACHERS KNOW THE CONTENT THEY TEACH.	<p>5.1 Graduate teachers have a sound, critical understanding of the content, processes and skills they teach.</p> <p>5.2 Graduate teachers can articulate the key concepts, skills and content of the curriculum and can demonstrate how they are applied.</p> <p>5.3 Graduate teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.</p> <p>5.4 Graduate teachers have knowledge of approved curriculum frameworks, policies, materials and programs appropriate to the context in which they teach.</p>

3	TEACHERS KNOW THE LEARNING CAPABILITIES OF THEIR STUDENTS AND ARE AWARE OF THE FACTORS THAT INFLUENCE THEIR LEARNING.	<p>3.1 Teachers know the learning capabilities of their students and are aware of the factors that influence their learning.</p> <p>3.2 Teachers are responsive to the social, cultural, historical and religious backgrounds of the students they teach, and value their diversity.</p> <p>3.3 Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and learning styles and the ways they interact with others.</p> <p>3.4 Teachers know the importance of working with and communicating regularly with students' families to support their learning.</p>
	TEACHERS KNOW THAT RELATIONSHIPS FORM THE BASIS OF ALL TEACHING AND LEARNING.	<p>4.1 Teachers know that relationships form the basis of all teaching and learning.</p> <p>4.2 Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.</p> <p>4.3 Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.</p> <p>4.4 Teachers know how to engage their students in active learning.</p> <p>4.5 Teachers know how learning environments, program design, use of materials and resources, assessment and the structure of activities impact on learning.</p>
	TEACHERS HAVE A SOUND, CRITICAL UNDERSTANDING OF THE CONTENT, PROCESSES AND SKILLS THEY TEACH.	<p>5.1 Teachers have a sound, critical understanding of the content, processes and skills they teach.</p> <p>5.2 Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how they are applied.</p> <p>5.3 Teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.</p> <p>5.4 Teachers have knowledge of the approved curriculum documents, policies, materials and programs associated with the content and the context in which they teach.</p>

3	ACCOMPLISHED TEACHERS UNDERSTAND THE INFLUENCES THAT HAVE DEVELOPED THEIR OWN VALUES AND CULTURE AND HARNESS THIS SELF-AWARENESS TO ENHANCE RELATIONSHIPS WITH THEIR STUDENTS.	<p>3.1 Accomplished teachers understand the influences that have developed their own values and culture and harness this self-awareness to enhance relationships with their students.</p> <p>3.2 Accomplished teachers critically select, use and model a range of learning diagnostics and collaborate to develop programs and assessment strategies that allow for greatest achievement and enjoyment by individual learners.</p> <p>3.3 Accomplished teachers critically select and share readings, resources and strategies that enhance social interactions, group dynamics and essential learnings.</p> <p>3.4 Accomplished teachers contribute significantly to building dynamic partnerships with parents, carers and the community to enhance student learning.</p>
	ACCOMPLISHED TEACHERS UNDERSTAND THE PERSONAL, SOCIAL, CULTURAL AND ECONOMIC CHARACTERISTICS AND ASPIRATIONS OF LEARNERS TO PERSONALISE LEARNING EXPERIENCES AND OPPORTUNITIES.	<p>4.1 Accomplished teachers understand the personal, social, cultural and economic characteristics and aspirations of learners to personalise learning experiences and opportunities.</p> <p>4.2 Accomplished teachers use and initiate opportunities for professional discussion about a range of contemporary evidence-based theories and/or practices to inform curriculum, pedagogy and assessment.</p> <p>4.3 Accomplished teachers use a range of effective practices in language, multiple literacies and numeracies and technologies that underpin learning and assist colleagues to review and reconstruct practices.</p> <p>4.4 Accomplished teachers plan, implement and review intellectually challenging learning experiences that engage students in using their learning in new or unfamiliar contexts.</p> <p>4.5 Accomplished teachers design, evaluate and redesign and share programs and teaching sequences based on authentic assessment of learner achievement and engagement.</p>
	ACCOMPLISHED TEACHERS DEMONSTRATE DEEP AND CRITICAL CONTENT KNOWLEDGE AND CONCEPTUAL AND ESSENTIAL UNDERSTANDINGS IN LEARNING AREAS.	<p>5.1 Accomplished teachers demonstrate deep and critical content knowledge and conceptual and essential understandings in learning areas.</p> <p>5.2 Accomplished teachers design and share authenticated, sequenced learning based on thorough understanding of the curriculum in the learner's context and culture.</p> <p>5.3 Accomplished teachers critically select and share professional reading and can articulate the research base in which teaching decisions are grounded.</p> <p>5.4 Accomplished teachers are proactive in developing knowledge of student pathways into and beyond their current learning situations and demonstrate an awareness of whole school curriculum.</p> <p>5.5 Accomplished teachers demonstrate willingness and ability to assist and support colleagues in the development of programs and the interpretation of curriculum.</p>

PROFESSIONAL PRACTICE

6	TEACHERS PLAN, PROGRAM, ASSESS AND REPORT FOR EFFECTIVE LEARNING.	<p>6.1 Graduate teachers use their developing knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.</p> <p>6.2 Graduate teachers plan and document the use of a range of activities, resources and materials to provide meaningful learning opportunities for students.</p> <p>6.3 Graduate teachers know how to monitor student engagement in learning and begin to maintain records and report on student learning.</p> <p>6.4 Graduate teachers can select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and to inform further planning of teaching and learning.</p>
	TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS.	<p>7.1 Graduate teachers develop relationships within classrooms, the school and the wider community that promote a sense of belonging.</p> <p>7.2 Graduate teachers begin to build and maintain a positive learning environment where respect for the individual and for group dynamics is fostered, and where learning is the focus.</p> <p>7.3 Graduate teachers know how to establish a learning environment that engages and challenges students, and encourages them to take responsibility for their own learning.</p> <p>7.4 Graduate teachers can use and manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.</p> <p>7.5 Graduate teachers know how to establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.</p>
	TEACHERS USE A RANGE OF TEACHING PRACTICES AND RESOURCES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING.	<p>8.1 Graduate teachers can communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.</p> <p>8.2 Graduate teachers can provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities.</p> <p>8.3 Graduate teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.</p> <p>8.4 Graduate teachers provide meaningful and constructive feedback to students about their learning.</p>

6	TEACHERS USE THEIR KNOWLEDGE OF STUDENTS, CONTENT AND PEDAGOGY TO ESTABLISH CLEAR AND ACHIEVABLE LEARNING GOALS FOR THEIR STUDENTS.	<p>6.1 Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.</p> <p>6.2 Teachers plan and document the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students.</p> <p>6.3 Teachers monitor student engagement in learning, and maintain records of their learning progress and report regularly to parents/carers.</p> <p>6.4 Teachers select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and their families and to inform further planning of teaching and learning.</p>
	TEACHERS DEVELOP AND SUPPORT RELATIONSHIPS WITHIN CLASSROOMS, THE SCHOOL AND THE WIDER COMMUNITY THAT PROMOTE A SENSE OF BELONGING.	<p>7.1 Teachers develop and support relationships within classrooms, the school and the wider community that promote a sense of belonging.</p> <p>7.2 Teachers build and maintain a positive learning environment where respect for the individual and for group dynamics is fostered and where learning is the focus.</p> <p>7.3 Teachers provide a learning environment that engages and challenges their students, and encourages them to take responsibility for their own learning.</p> <p>7.4 Teachers use and manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.</p> <p>7.5 Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.</p>
	TEACHERS COMMUNICATE EFFECTIVELY WITH STUDENTS TO MAKE THEIR LEARNING PROGRAMS EXPLICIT, TO BUILD RAPPORT AND TO SUPPORT THEIR LEARNING.	<p>8.1 Teachers communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.</p> <p>8.2 Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities.</p> <p>8.3 Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.</p> <p>8.4 Teachers provide meaningful, constructive and regular feedback to students and their parents/carers about their learning.</p>

6	ACCOMPLISHED TEACHERS DESIGN QUALITY ASSESSMENT TASKS, CONSISTENT WITH SYSTEM REQUIREMENTS, WHICH ALLOW FOR LEARNER DIVERSITY AND FOR ALL LEARNERS TO BE ABLE TO DEMONSTRATE UNDERSTANDINGS.	<p>6.1 Accomplished teachers design quality assessment tasks, consistent with system requirements, which allow for learner diversity and for all learners to be able to demonstrate understandings.</p> <p>6.2 Accomplished teachers assist colleagues to create, select and use a repertoire of teaching strategies, resources and assessment tools to make learning meaningful.</p> <p>6.3 Accomplished teachers actively engage in exploring, using and sharing knowledge about authentic assessment and meaningful reporting.</p> <p>6.4 Accomplished teachers initiate and demonstrate processes for analysis and reflection to enhance learning engagement and outcomes.</p> <p>6.5 Accomplished teachers explicitly teach and model the ability to think creatively, flexibly, critically and analytically and reflect this in their programming and planning.</p>
	ACCOMPLISHED TEACHERS HAVE THE POLICY, SYSTEMS, LOCAL KNOWLEDGE, PERSONAL INSIGHT AND RESILIENCE TO MANAGE THE CHALLENGES TO THEIR OWN AND OTHERS SENSE OF BELONGING.	<p>7.1 Accomplished teachers have the policy, systems, local knowledge, personal insight and resilience to manage the challenges to their own and others sense of belonging.</p> <p>7.2 Accomplished teachers establish and sustain collegial relationships and teams in the professional community to create an intellectually challenging and rewarding professional culture.</p> <p>7.3 Accomplished teachers explore, construct, know and share self-management strategies and techniques for maintaining challenging learning environments.</p> <p>7.4 Accomplished teachers work in partnership with students, families, colleagues and professionals to proactively monitor, assess and educate others and develop practices to enhance the safety and well-being of learners within various physical and IT environments.</p> <p>7.5 Accomplished teachers contribute to a professional learning culture that develops shared accountability with colleagues for the establishment and maintenance of clear and consistent expectations of behaviour for all in the learning environments.</p>
	ACCOMPLISHED TEACHERS USE AND MODEL STRATEGIES TO BUILD RAPPORT WITH LEARNERS IN ORDER TO DEVELOP TAILORED, TARGETED, EXPLICIT INSTRUCTION THAT MEETS LEARNER NEEDS.	<p>8.1 Accomplished teachers use and model strategies to build rapport with learners in order to develop tailored, targeted, explicit instruction that meets learner needs.</p> <p>8.2 Accomplished teachers encourage the learning community to collaborate in constructing innovative approaches to learning.</p> <p>8.3 Accomplished teachers broaden colleagues' skills and knowledge in using a wide range of teaching and learning resources and strategies that actively engage and build success for learners.</p> <p>8.4 Accomplished teachers model a range of strategies and support colleagues in providing meaningful, respectful and explicit feedback to learners and about learners.</p>