State of Palestine
Ministry of Education & Higher Education

The Palestinian Teacher Professional Development Index (PTPDI)

Competency Framework to Support the Professional Development of the Teaching Profession

March 2018

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List of Acronyms

AQAC	Accreditation and Quality Assurance Commission
CCCU	Canterbury Christ Church University, UK
CDTP	Commission for Developing the Teaching Profession
CK	Content knowledge
DfE	Department for Education, UK
DSQ	Directorate of Supervision and Qualifications
EU	European Union
GTCNI	General Teaching Council for Northern Ireland
ITE	Initial Teacher Education
MENA	Middle East and North Africa
MoEHE	Ministry of Education and Higher Education
NCATE	National Council for Accreditation of Teacher Education
NIET	National Institute of Education and Training
OECD	Organisation for Economic Co-operation and Development
PCK	Pedagogical Content Knowledge
PSNTP	Professional Standards for New Teachers in Palestine
PTPDI	Palestinian Teacher Professional Development Index
RTTI	Readiness to Teach Index of competences
TEIP	Teacher Education Improvement Project
TES	Teacher Education Strategy

Foreword

As we are approaching the end of the Teacher Education Improvement Project (TEIP) after more than eight years of work, we find ourselves grateful to all those efforts that led to such great outcomes that serve the education and higher education sectors in Palestine. Although the main objective of this project may look to serve the general education , more specifically the basic education and the development of class teachers, one cannot ignore the what has been accomplished in the higher education sector represented by great long term partnership with about seven universities in West Bank and Gaza, which included review and development of Teachers training Programs (grades 1-4), including an integrated well established practicum component, capacity building of the academic staff at the participating universities and the design of continuous professional program serving in service teachers all through real partnership between the Ministry and the participating universities through the affiliated schools, all this has led to enhancing the qualification and competences of class teachers.

The Palestinian Teacher Professional Development Index (PTPDI) is one of the major outputs of the TEIP where students and teachers are evaluated to observe progress in performance throughout their profession track, weakness can also be tackled and overcome by developing special training programs, and teachers can observe their own progression using this tool.

This project ,and index in specific, can be seen as an important pillar that has changed and is changing the culture of the teachers' profession in our country, as it takes into consideration the needed qualifications and competences of teachers and how they can develop their positions in the career ladder. We are aware of the need to continuous review and development of the index to meet the rapid changes in this World.

Again we are grateful to all our national and international partners who worked intensively through the past eight years to serve the main objective which is serving and helping our students to better perform.

Minister of Education & Higher Education

Dr. Sabri Saidam

Introduction

The achievement of quality in education depends first and foremost upon the quality of the teachers in society. Quality teaching is regarded as the most vital factor in bringing about improvements in student learning (Hanushek & Rivkin, 2006; 2012; OECD, 2005). The quest to achieve quality education, teachers, teaching and learning has led education systems worldwide to develop professional standards for teachers and competency profiles which are used to guide the process of defining and developing quality in teacher education and training at pre-service and in-service levels.

The Ministry of Education and Higher Education (MoEHE) in Palestine made clear its aspirations to bring about significant and lasting improvements to the quality of education in Palestine through the Teacher Education Strategy in Palestine (2008). The Strategy articulates the imperative to achieve quality in education by upgrading the teaching profession and teacher education. This requires both reform of initial teacher education and enhanced opportunities for the continuing professional development of serving teachers. One of the key instruments to guide and lead this improvement is the Professional Standards for New Teachers (CDTP, 2012).

The significance of the development of Professional Standards for New Teachers in Palestine (PSNTP) should not be under-estimated. Standards-based approaches are becoming increasingly prevalent in teacher education systems worldwide; including countries with emerging economies. In order to demonstrate that teachers have attained required Professional Standards, education systems worldwide have developed profiles of competences that describe clearly the types of knowledge, understanding, skills, values, beliefs, attitudes and dispositions that reflect effective teaching in the 21st century within specific educational contexts.

The Teacher Education Improvement Projects (TEIP) (2011-2018) were tasked with developing frameworks of competences to make explicit the competences required of a quality teaching profession. TEIP Component 1 developed the Readiness to Teach Index (RTTI) of competences (Mahon, 2014) linked explicitly to the PSNTP (CDTP, 2010). The RTTI has been used to specify the competences required of student teachers upon graduation and before entering the profession.

The Palestinian Teacher Professional Development Index (PTPDI) of competences was developed by the TEIP Component 2 project (Mahon, 2015) in order to specify the competences required of serving teachers as they progress throughout their career. The PTPDI also guides the professional development needs of serving teachers against the background of the recognised need to upgrade the quality of the teaching profession to meet changing needs of society for a more educated and skilled population.

As the two competency frameworks have been used extensively and successfully in the field for a number of years, it was agreed between Universities and the relevant bodies within the Ministry of Education and Higher Education (MoEHE) to merge the (RTTI) used in the TEIP Component 1 pre-service degree programmes and the PTPDI used in the TEIP Component 2 teacher upgrading programme. This would lead to the creation of a single progressive unified framework that covers all stages of a teacher's career development from pre-service teacher education through each subsequent stage of the teacher career. It is noteworthy that this is the first such Teacher competency framework in the Middle East and North Africa (MENA) and Gulf States regions.

What are competences?

Internationally, understanding of the term competence has moved away from earlier discrete descriptions of what a person can do towards a more holistic focus on the development and application of more complex combinations of integrated knowledge, understanding, skills and values that reflect the daily work of teachers within particular contexts (Rychen and Salagnick (2001, 2003). This understanding is captured in the definition proposed by Hoskins & Deakin Crick (2010: 122), who explain that 'a competence refers to a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective embodied action in the world in a particular domain.' Mulder (2001: 76) further adds that "competence is the ability of a person or organisation to achieve particular levels of performance." This indicates that competence is not a static construct, but may be developed and performed at increasingly complex levels; e.g., from beginner to advanced to expert. These understandings of competence have underpinned and informed the development of the Palestinian Teacher Professional Development Index (PTPDI).

What is the PTPDI?

The Palestinian Teacher Professional Development Index (PTPDI), for the first time, provides a competency framework developed specifically for Palestinian teachers. The PTPDI specifies the core competences that teachers should be able to develop and demonstrate in a progressive manner throughout their career; from when they take their first steps on their career path as student teachers, through entry to the profession as new teachers to when they become experienced and expert teachers. The core competences are also informed by the Palestinian Standards for Teachers and thus provide a means to determine the extent to which teachers have attained the standards considered necessary of effective teachers.

The main features of the PTPDI are as follows (figure 1):

- The PTPDI is a continuum of 6 levels of competences, sub-competences and indicators from student teacher to the most experienced and expert teacher.
- Each level of the PTPDI is aligned to a specific professional development stage of a student teacher's and teacher's career.
- Each level of the PTPDI fulfils a specific purpose; i.e. to guide and evaluate development of a student's readiness to teach, a new teacher's professional induction and continuing professional development at all levels of a teacher's career.
- Each level of the PTPDI comprises the same 3 core competences and 16 sub-competences that reflect the main tasks of the teaching profession.
- Each level of sub-competency is illustrated by more detailed indicators that illustrate what type of performance may be expected at the level.
- The development of teacher competences at each level may be evaluated through the use of specific evidenced-based portfolios that are explicitly linked to the competency profiles for each level.
- Levels 1 and 2A contain competences for student teachers to develop to demonstrate readiness to teach, while Levels 2B to 5 contain competences for serving teachers to develop as they progress throughout their career.
- As new teachers complete and move beyond induction, the PTPDI may be used to identify further

continuing professional development needs from Levels 2B through 5.

Palestine Teacher Professional Development Index (PTPDI) of competences			
Level	**Professional Development Stage**	**Purpose**	**Evaluation**
5	Exceptional competency	Teacher continuing professional development	Teacher Professional Portfolio
4	Advanced competency		
3	Capable competency		
2B	Essential competency	Teacher continuing professional development	Teacher Professional Portfolio
		Induction	Teacher Induction Portfolio
2A	Readiness to teach core competency Student Teacher (Practicum 4 & 5)	Readiness to teach	Student Teacher Practicum Portfolio (Level 2)
1	Readiness to teach foundation competency Student Teacher (Practicum 2 & 3)	Readiness to teach	Student Teacher Practicum Portfolio (Level 1)

Fig. 1: Overview of the unified PTPDI with combined RTTI levels

What are the key features of the PTPDI competences?

The three core competences and 16 sub-competences reflect the daily work of teachers in Palestine and the combinations of knowledge, understanding and skills required to function as effective teachers. At the heart of the concept of competency development is an explicit focus on the development of knowledge, pedagogical skills and dispositions towards child-centred approaches to learning (see Appendix I).   The three core competences, and 16 sub-competences all focus upon supporting the learning of children. The core competences are:

1. Planning for teaching and learning
2. Teaching to facilitate learning
3. Assessing and reporting learning progress and outcomes

The core teaching competences are arranged as a developmental continuum comprising six levels of indicators. These are described as readiness to teach (foundation), readiness to teach (core), essential, capable, advanced and exceptional. Each level is designed to indicate teachers' progression through the profession and their increasing expertise as they develop broader, deeper and more effective professional knowledge, understanding, skills, values and attitudes. The competences are developmental in the sense that they can be developed to ever increasing degrees of depth and breadth. It is likely that many teachers will demonstrate specific competences at different levels at different points in their career and this reflects individual teachers' areas of strength and areas that may require further development. The

key features of the PTPDI competences are explained in figure 2 below.

Level	Professional Development Stage	Key Features
5	Exceptional competency	Level 5 competences are very demanding and involve extensive specialist knowledge and skills. It is envisaged that only a small percentage of teachers would reach this level. At Level 5 teachers are not expected to be experts in every aspect of the teaching profession, but are expected to have developed a smaller number of specialist competences (3 – 8) that enable them to take on leadership roles within their schools and/or districts.
4	Advanced competency	At Level 4 teachers are expected to be able to demonstrate the majority (75%) of Level 4 competences as well as all the Capable level competences. As these are advanced level competences, to reach this level teachers are expected to have substantial experience and have engaged in extensive professional development.
3	Capable competency	At Level 3 teachers are expected to be able to demonstrate all the Capable Level competences. These will be developed through increased experience and continuing professional development.
2B	Essential competency	Levels 2A and 2B overlap conceptually and provide a bridge between the readiness to teach core competences that student teachers are expected to develop by graduation (Level 2A) and the essential competences they are expected to develop during induction as new teachers (Level 2B).
2A	Readiness to teach core competency Student Teacher (Practicum 4 & 5)	These build upon and extend the foundation competences of Level 1. They represent the competences student teachers are expected to achieve upon graduation to indicate their readiness to enter the profession and become a teacher. These will normally be demonstrated during Practicum 4 and 5 Field Experience in schools.
1	Readiness to teach foundation competency Student Teacher (Practicum 2 & 3)	These fundamental basic competences, which student teachers begin to develop during the early years of their degree programme, provide the foundation for their future development as teachers. Students are expected to demonstrate during Practicum 2 and 3 Field Experience in schools.

Fig. 2: Key features of the PTPDI Competency Framework

The process of learning to teach has long been acknowledged to be a complex process, requiring development of several different types of knowledge (Carter, 1990, Leinhardt & Greeno, 1986); pedagogical content knowledge (Shulman, 1987; Hashweh, 2005; Mishra & Koehler, 2006; Turner-Bissett, 2001), a wide range of pedagogical skills for organizing learning, teaching and assessment (Freiberg & Driscoll, 2000) and professional dispositions including "values, commitments and professional ethics" (NCATE, 2001:19). Given the complexity involved in orchestrating knowledge and skill development and the development of professional dispositions, it is to be expected that teachers will develop teaching competences at different rates and to different levels throughout their career.

Teachers shape the future of society through the way they work with the children they teach. The teacher's role is not only to develop children's knowledge, understanding and skills but also to promote among children positive values, beliefs and attitudes towards learning and the way in which they behave and act towards others. Values may be considered as inner driving forces that guide the actions of individuals and what they regard to be of fundamental importance in their lives. In order to inculcate positive values, beliefs and attitudes, teachers need to model these in their daily practice and interactions with their pupils and others.

The core competences and sub-competences are underpinned by eight core professional value and belief statements that are considered essential to support effective learning and teaching and development of the core competences and sub-competences. Figure 3 below provides an overview of the core teaching competences, sub-competences and underpinning values, beliefs and attitudes considered essential in effective teachers.

Palestinian Teacher Professional Development Competency Profile		
Planning for learning and teaching	**Teaching to facilitate learning**	**Assessing and reporting learning outcomes and progress**
1.1. Subject content	2.1. Learning environment	3.1. Assessment for learning strategies
1.2. Palestinian curriculum	2.2. Teaching strategies and resources	3.2. Assessment to inform planning
1.3. Factors that promote learning	2.3. Technology Enhanced Learning and Teaching (TELT)	3.3. Reporting pupils' progress
1.4. Factors that hinder learning	2.4. Strategies for positive behaviour	
1.5. Link between planning, teaching and evaluation	2.5. Approaches to inclusive practice	
	2.6. Connections across the curriculum and to daily life	
	2.7. Effective communication	
	2.8. Continuing professional development	

Core professional values, beliefs and attitudes to underpin the professional teaching competences

1. Love and respect children and care for their well-being.
2. Value inclusive practice and the learning of all pupils.
3. Regard pupils as integral partners in the educational process.
4. Believe that every pupil can achieve high but realistic expectations and that teachers play a significant role in facilitating pupils to realise their individual potential.
5. Hold positive, flexible attitudes towards change and a commitment to continued professional development.
6. Adopt a reflective and critical approach to teaching through examining, questioning and discussing one's own practice.
7. Hold positive attitudes towards teamwork and collaboration.
8. Adopt high standards of ethical practice in all dealings with pupils and parties concerned with children's education.

Fig 3: Overview of PTPDI competences, sub-competences and core values, beliefs and attitudes.

How was the PTPDI developed?

The PTPDI was developed with reference to an extensive range of sources and series of discussions. It has been informed by analysis of established practice in the development of competency frameworks and profiles in a number of countries; including England (DfE, 2011), Northern Ireland (GTCNI, 2011), EU (2013), Australia (Department of Education and Training, 2004); reference to numerous research studies, academic articles and reports on the development and use of competence based systems (Caena, 2011; Danielson, 1996; Gilberts & Lignugaris-Kraft, 1997; González & Wagenaar, 2005; Hagan, 2007; Pepper, 2011; Roelhofs, & Sanders, 2007). It has also been the subject of extensive ongoing discussion with key stakeholders from the Ministry of Education, universities and focus groups of teachers. Based upon all the above, the original RTTI and PTPDI competency profiles were developed and trialled extensively during a three year period. Following further stakeholder feedback the revised unified PTPDI has been developed.

It is important now to realise that this new unified version of the PTPDI Competency Profile is not fixed and needs to be continuously re-visited, evaluated and renewed in the light of practice and use in the field and with reference to emerging knowledge and understanding of what constitutes effective teaching and learning.

Why is a competency framework needed?

As society changes and becomes ever more complex, the expectations of the education system, its schools and the roles of its teachers become ever more demanding. A competency framework makes explicit what is expected of teachers by specifying and making transparent the range of competences that are considered important for teachers to develop and demonstrate in their daily work in the classroom and wider school environment.

A clearly articulated competency framework can also be used to guide and inform the design of initial teacher education programmes and programmes of continuing professional development. In addition, a well-conceived and coherent competency framework may be used to connect the three stages of teacher preparation and development; namely, initial teacher education (ITE), induction and continuing professional development to create an interconnected lifelong learning pathway to guide the education and training of teachers throughout their career. OECD (2005; p.95) emphasises that "well-structured and resourced induction programmes for new teachers are vitally important in ensuring a good start to the career." A competency framework can also be used to inform the coherent development of effective continuing professional development programmes. But perhaps most importantly, it can be used as a framework of reference by teachers to understand and inform their own practice, identify their areas of strength and developmental needs and provide guidance in their daily work of planning, teaching and assessing the learning of pupils in their care.

What does the PTPDI mean for teachers?

The PTPDI competency profile is designed first and foremost to provide a roadmap to indicate where student teachers and teachers are located in terms of developing professional competence and to provide a clear direction for continuing professional development. In this respect the PTPDI may be serve multiple purposes; including to:

1. Identify the range of knowledge, skills and values that are specific to teachers, thereby increasing a sense of professionalism.
2. Provide student teachers, teachers and other stakeholders with a clear image of what is involved in the teaching profession and teachers' roles and responsibilities; leading to enhanced professionalism.
3. Provide information to new teachers about the range of competences that need to be developed during the induction year of teaching and beyond.
4. Provide guidance for experienced teachers to mentor new teachers and student teachers.
5. Encourage teachers to engage in self-reflection, self-evaluation and identify personal professional development needs.
6. Stimulate teachers to engage actively in continuing professional development of needed competences.
7. Establish a sound foundation for training providers to plan and provide coherent opportunities for teachers to acquire the competences that they need.
8. Provide a framework of common concepts and language that facilitates professional dialogue among the teaching profession.

The PTPDI may also be used to develop instruments or tools to assess and evaluate teachers' development of competences at different stages of their careers; for example; in the assessment of

- student teachers' readiness to teach upon graduation;
- new teachers after a period of induction;
- serving teachers' progression at different stages of their career.

How can the PTPDI be used?

The PTPDI is designed so that it may be used by student teachers and their academic supervisors as well as a range of education professionals including serving teachers, trainers of continuing professional development courses, district supervisors and school principals.

For student teachers and their academic supervisors, the PTPDI makes explicit the readiness to teach competences that students need to develop in order to be recognised as ready to enter the teaching profession as well-qualified new teachers. The PTPDI can be used to inform design of learning experiences that student teachers need, both at university and during practicum Field Experience, in order to have opportunity to develop the range of competences.

For teachers the PTPDI makes explicit the competences that they need to develop progressively throughout their career. They may thus be used as means to empower teachers to self-evaluate and reflect upon their practice; identify their personal strengths and areas in which they may focus their further development of competences; and set targets for self-improvement.

Teacher trainers may use the PTPDI as a framework to inform the design of training courses that provide opportunities for teachers to engage in continuing professional development in order to further develop the competences they need. This means identifying the most effective modes of teaching and learning activities that can best foster the development of competences in terms of knowledge, understanding and skills and how progress towards this development may be monitored, supported and evaluated.

District supervisors may use the PTPDI as a means to support teachers to identify their strengths and development needs and encourage them to engage in professional development opportunities that enhance their competences.

For school principals, the PTPDI may provide them with valuable information about the competence profiles of the teachers in their schools and thus identify where teachers' specific strengths lie. They may then use this information to identify those teachers who are able to take on leadership roles within the school, and thus lead to school improvement.

Using the PTPDI in the ways outlined above requires the development of instruments that can support the development, monitoring and evaluation of teachers' competences. As the PTPDI consists of holistic statements of competence in integrated knowledge, understanding and skills, it is important that holistic authentic evaluation methods are used rather than simple atomistic checklists of performance. For example, teachers' progress in developing the range of competences may best be monitored through the use of well-constructed PTPDI evidenced-based portfolios consisting of, for example; case studies, misconception diaries and rich authentic tasks accompanied by rationale and reflection statements. In addition, classroom observation and lesson plan proformas and templates may also be used.

Further development of the PTPDI

This version of the PTPDI, containing specific planning, teaching and assessing competences and sub-competences is based upon widespread international practice and tailored for local conditions in Palestine. It makes explicit the range of competences in terms of the knowledge, skills, values and attitudes required of effective serving teachers at different stages of their career. It provides a clear and effective framework for teachers to self-reflect and evaluate their competency strengths and areas that need further development. It also provides the framework to guide the development of initial teacher education degree programmes and professional development training programmes that facilitate teachers in developing their teaching competences.

However, there is further work to do to ensure that the application of the PTPDI in the design, development and application of teacher professional development programmes is fit for purpose, relevant to the needs of the school system and society, and sustainable.

Recommendations

This section includes a series of recommendations that are intended to ensure that the PTPDI is applied effectively and becomes a relevant and valuable tool that can guide and provide direction for upgrading the quality of the teaching profession.

9.1.   Now that the RTTI and PTPDI have been tested extensively in the field for several years, and been proved to be successful in contributing to upgrading the quality of the teaching

profession; the MoEHE should take steps to ensure that the new PTPDI is embedded at system level through formal policy requirements. This may include AQAC to require university teacher education programmes to be designed and student teachers' performance on Practicum to be assessed with reference to the PTPDI. It may also include formally aligning the PTPDI to the proposed career ladder for teachers.

9.2. Careful attention should be paid to ensure accurate and effective translation of this PTPDI document, particularly with regards to the terms used in the PTPDI sub-competences and the distinctions between the sub-competency indicators for each level. It is essential that the subtle variations in use of language to reflect progression in the competences at basic, capable, advanced and exceptional levels are conveyed clearly.

9.3. As the PTPDI represents a completely new approach to defining what is considered to be effective practice among Palestinian teachers, and in order to avoid fragmented approaches and misunderstanding among parties; it is essential that all stakeholders, including officials from MoEHE, DSQ, NIET as well as university academic staff involved in designing and conducting training courses, district supervisors and school principals fully understand the vision, competences and function of the PTPDI. It is therefore recommended that frequent formal key stakeholder meetings are held to ensure full understanding, commitment and support for the use of the PTPDI in facilitating serving teachers' continuing professional development.

9.4. To ensure clear understanding and application of the competences and levels, a programme of ongoing training should be made available to all teacher trainers who will be using the PTPDI; whether to design and teach training courses or monitor and evaluate progression.

9.5. The PTPDI should be used to inform the development of systematic Induction programmes for new teachers to the profession.

9.6. The PTPDI should be used to inform the design of suites of professional development courses that are relevant to the training needs of serving teachers at different levels of competency. These courses should provide capacity building opportunities so that teachers may develop progressively according to need and progress from essential, through capable to advanced levels of competency.

9.7. The PTPDI should also inform the design of specialist training courses based upon the competences at level 5 in needed areas of curriculum, such as Special Education Needs and Inclusive educational practice and Technology Enhanced Learning and Teaching (TELT). These courses should provide opportunities for teachers who have been identified as having advanced competences to develop as specialist teachers able to take leadership positions in their schools and districts to lead to capacity building among wider groups of teachers and school improvement.

9.8. The use of the PTPDI and its competences should be monitored and evaluated regularly to ensure that they are realistic and appropriate. It is recommended therefore that District-based working groups that comprise trainers, teachers, principals and supervisors are formed to provide ongoing feedback to the National Institute of Education and Training (NIET) and Directorate of Supervision and Qualifications (DSQ); which is used to lead to

improvement in the PTPDI as necessary.

9.9.   It is recommended that systematic research is conducted to determine the impact of training in the PTPDI competences upon serving teachers' development of competences and their impact upon teaching and pupils' learning; and that the outcomes of research are used to inform the ongoing identification of teachers' training needs, the provision of relevant training courses and improvement in assessment and evaluation procedures.

9.10. Teachers and trainers, with the support of the MoEHE, should be provided with opportunities to promote and share their experiences and the application of the PTPDI competences and their impact upon aspects of teaching and learning.

Conclusion

The PTPDI competence framework has been developed with reference to widespread international practice and research in the development of competency based education and training of teachers. It is designed to meet specific needs for all levels of teacher professional development in Palestine, in line with international practice and national aspirations for a well-qualified teaching profession. It aims to support upgrading of the teaching profession by making explicit the range of teacher and teaching competences required of effective teachers. It provides a framework to provide direction and guide upgrading of initial teacher education degree programmes and professional development courses for serving teachers as they progress through the profession. It provides a manageable and effective mechanism to support both student teachers and serving teachers to reflect upon, evaluate and identify their strengths and areas of knowledge and practice that need development. Related to this it provides a framework for university academic staff to design their degree programmes and practicum field experience so that student teachers have opportunity to develop the readiness to teach competences. It also provides a framework for training providers to respond to identified teacher needs by developing relevant training courses that support teachers to continuously develop and improve their competences throughout their career. Thus the PTPDI can be used to support teachers to develop competences in integrated knowledge understanding, skills and values required to realise the Professional Standards for Teachers (CDTP, 2012) and become confident, efficient and effective teachers in 21st century Palestine.

The extent to which the application of the PTPDI leads to meaningful and sustainable systemic change in upgrading the quality of the teaching profession in Palestine depends upon the ongoing commitment and collaboration of all parties. It depends upon a willingness to take risks, to move outside comfort zones, to change mind-sets, try new concepts, methods and processes to support the professional development of teachers. Perhaps most importantly, it depends upon the willingness and commitment of the Ministry of Education and Higher Education to take the necessary actions to ensure that the PTPDI is fully embedded within the system and used as the cornerstone of teacher professional development and wider teacher education reform.

The hard work that is involved in the process of upgrading the quality of the teaching profession will be rewarded when teachers are able to develop and demonstrate enhanced competences in integrated knowledge, understanding, skills which lead to transformations in the ethos and atmosphere of their schools and classrooms, their relationships with pupils, and impact upon their learning; thereby leading to wider school improvement.

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Appendix I: Characteristics of child-centred learning in TEIP

The term child-centred learning is often used without really considering what it means in practice.   In TEIP we understand child-centred learning as approaches which put the children at the heart of the learning and teaching process in which the teacher:

1. Views pupils as individuals, plans and teaches accordingly.
2. Focuses on pupils learning outcomes in planning and teaching.
3. Applies Pedagogical Content Knowledge (PCK) to make effective choices to plan and facilitate learning.
4. Recognizes and addresses pupils' misconceptions.
5. Links learning and teaching activities to pupils' daily lives.
6. Provides opportunities for interaction and collaboration among pupils, and encourages expression of pupils' voice.
7. Uses the textbook creatively to engage pupils in learning.
8. Provides opportunities for pupils to apply what they learn in new contexts.

These characteristics have informed the development of the PTPDI and are reflected in individual competences throughout the Competency Framework.

Appendix II: Palestinian Teacher Professional Development Index of Competences:

Readiness to Teach Competences for Student Teachers (Levels 1 and 2A)

CORE TEACHING COMPETENCE 1:

Planning for learning and teaching

Levels of competency progression	Level 1: Readiness to Teach (Foundation)	Level 2a: Readiness to Teach (Core)
	Student teachers are able to demonstrate the following competences during Practicum 2 and 3:	*Student teachers are able to demonstrate the following competences during Practicum 4 and 5:*
Sub-competences	**Indicators**	**Indicators**
1.1. Apply subject content knowledge (CK) and subject pedagogical content knowledge (PCK) to planning for learning and teaching.	Apply foundations of subject content knowledge (CK) and pedagogical content knowledge (PCK) to inform planning for learning and teaching in the subjects and age range s/he teaches.	Apply relevant and appropriate curriculum subject content knowledge (CK), including basic knowledge of pupils' main misconceptions, and pedagogical content knowledge (PCK) to planning for learning and teaching.
1.2. Apply knowledge and understanding of the Palestinian curriculum to planning for learning and teaching.	Draw upon understanding of key concepts and content from the Palestinian curriculum and textbooks to plan lessons, parts of lessons and activities which specify appropriate learning outcomes, content, activities and teaching strategies.	Draw upon knowledge of the Palestinian curriculum and textbooks to inform planning; including decisions about learning outcomes, teaching objectives, learning activities and teaching strategies in order to enhance learning in the subjects s/he teaches.
1.3. Apply knowledge and understanding of pupils› characteristics and factors that promote effective learning when planning for learning and teaching.	Draw upon basic knowledge and understanding of how pupils of a specific age range learn and factors that influence these positively to inform planning for learning and teaching.	Know and understand how pupils of a specific age range learn and the main factors, pupil experiences and contexts that influence learning positively, and take these into account when planning for learning and teaching.
1.4. Apply knowledge and understanding of factors that hinder effective learning when planning for learning and teaching.	Draw upon basic knowledge and understanding of factors that hinder effective learning at a specific age range to inform planning for learning and teaching.	Recognize and take into account in planning some key aspects of pupils' physical, emotional, behavioural, psychological and social difficulties; such as psychological and physical trauma, bullying, violence, discrimination, stereotyping or absence from school.
1.5. Apply knowledge of the relationship between planning, teaching, and assessment of learning experiences.	Apply knowledge and understanding of key components of planning, teaching and assessment to the design and development of learning activities.	Establish clear connections between intended learning outcomes, learning activities and assessment in order to plan effective learning experiences for pupils.

Readiness to Teach Competences for Student Teachers (Levels 1 and 2A)

CORE TEACHING COMPETENCE 2:

Teaching to facilitate learning

Levels of competency progression	Level 1: Readiness to Teach (Foundation)	Level 2a: Readiness to Teach (Core)
Sub-competences	*Student teachers are able to demonstrate the following competences during Practicum 2 and 3:* **Indicators**	*Student teachers are able to demonstrate the following competences during Practicum 4 and 5:* **Indicators**
2.1. Establish and maintain safe, motivating, interactive learning environments.	Establish a pleasant classroom environment that is safe, motivating and supportive of pupils' learning; and establish good working relationships with pupils and the class teacher.	Establish and maintain safe, motivating, interactive learning environments; that take into account seating arrangements, pupil groupings, organization of resources and displays; where pupils are enthusiastic to learn and where there is rapport between pupils and teacher.
2.2. Apply knowledge and understanding of a range of teaching strategies and resources to enable effective learning.	Select from and use fundamental teaching and learning strategies and resources that motivate and support pupils' learning.	Use a range of teaching strategies and resources appropriate to the subject taught and pupils' ages, levels of ability, learning styles, interests and needs to motivate and support effective learning inside and outside the classroom.
2.3. Apply knowledge and understanding of ICT and Technology Enhanced Learning and Teaching (TELT) approaches to facilitate pupils' learning and support teachers' professional roles.	Know and understand the value of using ICT and TELT approaches and use these in teaching, where appropriate, to facilitate pupils' learning.	Use a range of appropriate ICT and TELT approaches to facilitate pupils' learning inside and outside the classroom; and their professional roles as teachers.
2.4. Use a range of strategies to promote and maintain positive behaviour.	Convey clear expectations for pupils' behaviour and apply a systematic approach to promote and maintain positive behaviour.	Set clear expectations for pupils' behaviour; and apply a range of strategies to promote and maintain positive behaviour that enables all pupils to learn.
2.5. Apply knowledge and understanding of approaches to inclusive practice; common and less common additional and special needs; and differentiate learning to motivate and engage all pupils; and cater for their diverse needs.	Have awareness of some common special and additional needs, and approaches to inclusion of children with diverse learning needs; and take these into account in planning and teaching.	Know some basic features of common special needs such as dyslexia, dyspraxia, dyscalculia, autism spectrum disorders, hearing, speech and visual impairments, and additional needs including those of gifted and talented pupils and use specialist resources as appropriate; and take these into account in planning and teaching for inclusion of all pupils.

Levels of competency progression	Level 1: Readiness to Teach (Foundation)	Level 2a: Readiness to Teach (Core)
	Student teachers are able to demonstrate the following competences during Practicum 2 and 3:	*Student teachers are able to demonstrate the following competences during Practicum 4 and 5:*
Sub-competences	**Indicators**	**Indicators**
2.6. Use appropriate strategies to provide opportunities for pupils to make meaningful connections among learning across the curriculum and to their daily lives.	Plan, teach and evaluate learning activities, partial and full lessons, which integrate basic concepts and content from different curriculum areas that are relevant to the direct context of pupils' lives.	Plan, teach and evaluate learning activities, lessons and units of work, which integrate concepts and content from different curriculum areas, and make links to the direct context of pupils' lives.
2.7. Communicate clearly and effectively to facilitate teaching and pupils' learning.	Use essential communication skills; including giving instructions, explaining ideas, using questions and non-verbal strategies to support the teaching and learning process.	Use a range of verbal and non-verbal communication strategies; including giving instructions, explaining ideas, using a range of question types and feedback, gesture and positive body language; provide good language models; opportunities for pupils' interaction and voice to facilitate and enhance the quality of the teaching and learning process.
2.8. Engage in the process of lifelong learning through continuing professional development	Know and understand the concept of lifelong learning through continuing professional development; evaluate and reflect upon his/her learning and practices; and set some targets for professional development with support of academic supervisors and teacher mentors.	Know and understand the value and necessity of engaging in lifelong learning through continuing professional development; reflect upon and identify professional development needs; and set targets for development with support of academic supervisors and teacher mentors.

Readiness to Teach Competences for Student Teachers (Levels 1 and 2A)

CORE TEACHING COMPETENCE 3:

Assessing and reporting learning outcomes and progress

Levels of competency progression	Level 1: Readiness to Teach (Foundation)	Level 2a: Readiness to Teach (Core)
	Student teachers are able to demonstrate the following competences during Practicum 2 and 3:	*Student teachers are able to demonstrate the following competences during Practicum 4 and 5:*
Sub-competences	**Indicators**	**Indicators**
3.1. Use assessment for learning strategies to monitor pupils' progress, provide constructive feedback, which supports pupils to reflect upon and improve their learning outcomes.	Know and understand concepts, principles and practices of assessment for learning; and apply these in assessing and providing feedback to individual and small groups of pupils.	Use basic assessment for learning strategies to monitor pupils' progress and provide constructive and timely feedback, which supports pupils to understand their strengths and areas for improvement.
3.2. Use the outcomes of formative and summative assessment to inform planning and target setting and improve the effectiveness of teaching and learning.	Use the outcomes of assessment for learning activities to inform planning of learning activities and decisions about teaching approaches and strategies.	Evaluate the outcomes of formative and summative assessment to inform planning and teaching and set pupils targets, which lead to improvement in their learning.
3.3. Provide oral and written reports to parents, carers and other stakeholders on children's performance, progress and achievements.	Provide teacher mentors with basic information about pupils' performance and progress.	Provide teacher mentors with clear, detailed descriptive reports about pupils' performance and progress.

Appendix III: Palestinian Teacher Professional Development Index of Competences

Core Competences for In-service Teachers (Levels 2B – 5)

CORE TEACHING COMPETENCE 1: Planning for learning and teaching

Levels of competency progression	Level 2b: Essential	Level 3: Capable	Level 4: Advanced	Level 5: Exceptional
	Teachers operating at this level are able to demonstrate the essential competences below:	*In addition to the essential competences at level 2b, teachers operating at level 3 are able to demonstrate the capable competences below:*	*In addition to the competences at levels 2b and 3, teachers operating at level 4 are able to demonstrate the majority of the advanced competences below:*	*In addition to the competences at levels 2b,3 and 4 teachers operating at level 5 are able to demonstrate some specific exceptional competences below:*
Sub-competences	**Indicators**	**Indicators**	**Indicators**	**Indicators**
1.1. Apply subject content knowledge (CK) and subject pedagogical content knowledge (PCK) to planning for learning and teaching.	Apply relevant and appropriate curriculum subject content knowledge (CK), including knowledge of pupils' main misconceptions, and pedagogical content knowledge (PCK), to planning for learning and teaching.	Apply relevant and appropriate curriculum subject content knowledge (CK), including knowledge of pupils' typical misconceptions, and pedagogical content knowledge (PCK) to planning for improved learning and teaching in the classroom context.	Apply detailed subject content knowledge (CK), evaluation of pupils' typical misconceptions, and appropriate pedagogical content knowledge (PCK) to plan for improved learning and teaching in the classroom and school context	Support other teachers to develop, apply and evaluate subject content knowledge (CK) including pupils' typical misconceptions, and pedagogical content knowledge (PCK) to improve planning, learning and teaching in the classroom and wider school context
1.2. Apply knowledge and understanding of the Palestinian curriculum to planning for learning and teaching.	Draw upon knowledge of the Palestinian curriculum and textbooks to inform planning; including decisions about learning outcomes, teaching objectives, learning activities and teaching strategies in order to enhance learning in the subjects s/he teaches.	Draw upon detailed knowledge and understanding of the objectives and content of Palestinian textbooks and make reasoned connections with the underpinning philosophy and general objectives of the wider Palestinian curriculum; to adapt content and learning to inform creative approaches to planning that meets pupils' needs and experiences.	Apply comprehensive and detailed knowledge and understanding of Palestinian textbooks and wider curriculum to set appropriate learning outcomes, teaching objectives, content and plan interactive and innovative learning activities and lessons that match pupils' needs and experiences and support their development and progression.	Collaborate with and assist other teachers to develop deeper knowledge and understanding of the philosophy, general objectives and approaches of the Palestinian textbooks and wider curriculum in order to plan flexibly and creatively to meet pupils' development and progression needs and experiences; and adopt a whole school strategic approach to planning pupils' learning.

Levels of competency progression	Level 2b: Essential	Level 3: Capable	Level 4: Advanced	Level 5: Exceptional
	Teachers operating at this level are able to demonstrate the essential competences below:	In addition to the essential competences at level 2b, teachers operating at level 3 are able to demonstrate the capable competences below:	In addition to the competences at levels 2b and 3, teachers operating at level 4 are able to demonstrate the majority of the advanced competences below:	In addition to the competences at levels 2b,3 and 4 teachers operating at level 5 are able to demonstrate some specific exceptional competences below:
Sub-competences	Indicators	Indicators	Indicators	Indicators
1.3 Apply knowledge and understanding of pupils› characteristics and factors that promote effective learning when planning for learning and teaching.	Know and understand how pupils of a specific age range learn and the main factors, pupil experiences and contexts that influence learning positively, and take these into account when planning for learning and teaching.	Demonstrate sound knowledge and understanding of how students of a specific age range learn and the main factors, pupil experiences and contexts that influence effective learning; and take these into account consistently during planning for learning and teaching.	Demonstrate comprehensive knowledge and understanding of how students of a specific age range learn and the main factors, pupil experiences and contexts that promote effective learning; and take these into account consistently, confidently and effectively during planning and teaching.	Assist teachers, school staff and parents to understand learner characteristics and the factors that promote effective learning so that there is positive school-wide impact upon pupils' learning and teaching.
1.4 Apply knowledge and understanding of factors that hinder effective learning when planning for learning and teaching.	Recognize and take into account in planning some key aspects of pupils' physical, emotional, behavioural, psychological and social difficulties; such as psychological and physical trauma, bullying, violence, discrimination, stereotyping or absence from school.	Demonstrate understanding of a range of key aspects of pupils' physical, emotional, behavioural, psychological and social difficulties and ability to consider these with some sensitivity in planning for learning and teaching.	Demonstrate deep understanding of the main aspects of pupils' physical, emotional, behavioural, psychological and social difficulties that can affect their learning; and ability to apply these sensitively when planning for learning and teaching.	Collaborate, plan and work with specialists; support other teachers and parents to understand the physical, emotional, behavioural, psychological and social factors that hinder learning to promote school-wide positive impact on pupils' learning.
1.5 Apply knowledge of the relationship between planning, teaching, and assessment of learning experiences.	Establish clear connections between intended learning outcomes, learning activities and assessment in order to plan effective learning experiences for pupils.	Establish coherent connections between intended learning outcomes, learning activities and assessment in order to plan effective learning experiences that support progression in pupils' learning.	Align clearly and coherently intended learning outcomes, learning activities and assessment in order to plan stimulating, interactive and effective sequences of learning experiences that support progression in pupils' learning.	Work with teachers in school to promote knowledge, understanding and ability to align constructively the key aspects of planning, teaching and assessment of pupils' learning; and provide leadership in curriculum improvement processes at classroom and wider school levels of practice.

Core Competences for In-service Teachers (Levels 2B – 5)

CORE TEACHING COMPETENCE 2: Teaching to facilitate learning

Levels of competency progression	Level 2b: Essential	Level 3: Capable	Level 4: Advanced	Level 5: Exceptional
	Teachers operating at this level are able to demonstrate the essential competences below:	*In addition to the essential competences at level 2b, teachers operating at level 3 are able to demonstrate the capable competences below:*	*In addition to the competences at levels 2b and 3, teachers operating at level 4 are able to demonstrate the majority of the advanced competences below:*	*In addition to the competences at levels 2b,3 and 4 teachers operating at level 5 are able to demonstrate some specific exceptional competences below:*
Sub-competences	**Indicators**	**Indicators**	**Indicators**	**Indicators**
2.1. Establish and maintain safe, motivating, interactive learning environments.	Establish and maintain safe, motivating, interactive learning environments; that take into account seating arrangements, pupil groupings, organization of resources and displays; where pupils are enthusiastic to learn and where there is rapport between pupils and teacher.	Establish and maintain safe and productive learning environments characterized by good rapport between pupils and teacher; where the teacher responds flexibly and creatively to students' learning needs and experiences, and creates an effective, respectful teaching atmosphere in which students are normally engaged, motivated and enthusiastic to learn.	Establish and maintain safe and challenging learning environments characterized by excellent rapport between pupils and teachers; where the teacher responds flexibly and innovatively to students' learning needs and experiences, and creates an effective, respectful teaching atmosphere in which students are engaged, highly motivated and enthusiastic to learn.	Give advice to and assist other teachers to create safe, motivating, interactive, effective and respectful learning environments that support and inspire pupils' learning inside and outside the classroom.
2.2. Apply knowledge and understanding of teaching strategies and resources to enable effective learning	Use a range of teaching strategies and resources appropriate to the subject taught and pupils' ages, levels of ability, learning styles, interests and needs to motivate and support effective learning inside and outside the classroom.	Apply knowledge and understanding of subject-specific pedagogical content knowledge (PCK) to select from a range of teaching strategies and resources those that are efficient, effective and engaging in order to support and enhance pupils' learning inside and outside the classroom; thereby allowing pupils to develop and apply problem-solving, critical thinking, creativity and imagination in their learning.	Apply comprehensive subject-specific pedagogical content knowledge (PCK), to select from a wide range of teaching strategies and resources those that are efficient, effective, innovative and engaging in order to support, deepen and extend pupils' learning inside and outside the classroom; thereby allowing pupils to develop and apply enhanced skills in problem-solving, critical thinking, creativity and imagination in their learning.	Support other teachers to develop and apply subject-specific pedagogical content knowledge (PCK); and give advice on the use of a range of generic and subject-specific teaching strategies and the design, creation and use of resources that promote effective progression in pupil learning and skill development inside and outside the classroom.

Levels of competency progression	Level 2b: Essential	Level 3: Capable	Level 4: Advanced	Level 5: Exceptional
	Teachers operating at this level are able to demonstrate the essential competences below:	*In addition to the essential competences at level 2b, teachers operating at level 3 are able to demonstrate the capable competences below:*	*In addition to the competences at levels 2b and 3, teachers operating at level 4 are able to demonstrate the majority of the advanced competences below:*	*In addition to the competences at levels 2b,3 and 4 teachers operating at level 5 are able to demonstrate some specific exceptional competences below:*
Sub-competences	**Indicators**	**Indicators**	**Indicators**	**Indicators**
2.3. Apply knowledge and understanding of ICT and technology enhanced learning and teaching (TELT) approaches to facilitate pupils' learning and support teachers' professional roles.	Use a range of appropriate ICT and TELT approaches to facilitate pupils' learning inside and outside the classroom; and their professional roles as teachers.	Use a range of appropriate ICT and TELT approaches to support and enhance pupils' learning inside and outside the classroom; and their own continuing professional development.	Use a wide range of appropriate ICT and TELT approaches consistently and innovatively in teaching in ways that are efficient, effective and engaging to support and enhance pupils' learning inside and outside the classroom; and their own continuing professional development	Support and advise other teachers on the use of appropriate ICT and TELT approaches in teaching in ways that are efficient, effective and engaging to support, enhance and extend pupils' learning inside and outside the classroom; and their own continuing professional development.
2.4. Use a range of strategies to promote and maintain positive behaviour.	Set clear expectations for pupils' behaviour; know and apply a range of strategies to promote and maintain positive behaviour that enables all pupils to learn.	Set clear and appropriate expectations for pupils' behaviour informed by pupils' voice; select appropriate strategies to promote and maintain positive pupil behaviour in the classroom and support their individual well-being and learning progress in accordance with school policy.	Demonstrate sound and convincing ability to set clear and appropriate expectations for students' behaviour informed by pupils' voice; evaluate and adopt effective strategies to promote positive behaviour, and support inclusive participation; and that takes into account pupils' needs and supports their individual well-being and learning progress in accordance with good behaviour for learning practice and school policy.	Collaborate with teachers, school counsellors and parents to adopt a strategic approach to evaluate, review and develop a range of strategies and / or policies that promote positive behaviour at a whole-school level.

Levels of competency progression	Level 2b: Essential	Level 3: Capable	Level 4: Advanced	Level 5: Exceptional
	Teachers operating at this level are able to demonstrate the essential competences below:	*In addition to the essential competences at level 2b, teachers operating at level 3 are able to demonstrate the capable competences below:*	*In addition to the competences at levels 2b and 3, teachers operating at level 4 are able to demonstrate the majority of the advanced competences below:*	*In addition to the competences at levels 2b,3 and 4 teachers operating at level 5 are able to demonstrate some specific exceptional competences below:*
Sub-competences	**Indicators**	**Indicators**	**Indicators**	**Indicators**
2.5. Apply knowledge and understanding of approaches to inclusive practice; common and less common additional and special needs; and differentiate learning to motivate and engage all pupils; and cater for their diverse needs.	Know some regular features of common special needs such as dyslexia, dyspraxia, dyscalculia, autism spectrum disorders, hearing, speech and visual impairments and additional needs including those of gifted and talented pupils; have an awareness of less common special needs in their school(s); and use specialist resources, interventions and strategies as appropriate; and take these into account in planning and teaching for inclusion of all pupils.	Possess sound knowledge of the common additional and special needs of the pupils that they teach and select appropriate interventions and strategies and specialist resources that motivate, engage and meet the needs of all pupils; possess a working knowledge of less common special needs within their school(s) in order to promote an inclusive approach in teaching; and refer pupils for additional, different help as appropriate.	Apply comprehensive knowledge of the common and less common additional and special needs of the pupils that they teach and draw upon this to differentiate and evaluate learning as appropriate; select from a range of interventions, strategies and specialist resources those that motivate, engage and meet the needs of all pupils and promote an inclusive learning environment; and refer pupils for specialist help as appropriate.	Liaise with specialists; work alongside teachers, parents and other stakeholders to know and understand the additional and special needs of all individual pupils in the school; collaborate with others to develop whole school policies and approaches to supporting inclusion of children with diverse learning needs.
2.6. Use appropriate strategies to provide opportunities for pupils to make meaningful connections among learning across the curriculum and to their daily lives.	Plan, teach and evaluate learning activities, lessons and units of work, which integrate concepts and content from different curriculum areas, and make links to the direct context of pupils' lives.	Design, develop, teach and evaluate lessons and/or units of work, which integrate coherently and meaningfully aspects of content from different curriculum subjects, and make effective links to the direct context of pupils' lives.	Analyse the curriculum in order to design, develop and teach purposeful sequences of lessons/ units of work, which integrate coherently and meaningfully aspects of content from different curriculum subjects, and make strong links to the direct context of pupils' lives.	Collaborate with other teachers to analyse and evaluate the curriculum and identify opportunities whereby the curriculum may be tailored to enable pupils to make meaningful connections among related areas of learning across the curriculum.

Levels of competency progression	Level 2b: Essential	Level 3: Capable	Level 4: Advanced	Level 5: Exceptional
	Teachers operating at this level are able to demonstrate the essential competences below:	*In addition to the essential competences at level 2b, teachers operating at level 3 are able to demonstrate the capable competences below:*	*In addition to the competences at levels 2b and 3, teachers operating at level 4 are able to demonstrate the majority of the advanced competences below:*	*In addition to the competences at levels 2b,3 and 4 teachers operating at level 5 are able to demonstrate some specific exceptional competences below:*
Sub-competences	**Indicators**	**Indicators**	**Indicators**	**Indicators**
2.7. Communicate clearly and effectively to facilitate teaching and pupils' learning.	Use a range of verbal and non-verbal communication strategies; including giving instructions, explaining ideas, using a range of question types and feedback, gesture and positive body language; provide good language models; facilitate pupils' voice; and support pupils to use visual means of communication which facilitate and enhance the quality of the teaching and learning process.	Use consistently and effectively a broad range of effective verbal and non-verbal communication strategies; including giving clear instructions and explanations, using a broad range of questions and types of feedback; as well as gesture and positive body language; model grammar, vocabulary and hand-writing effectively; and support pupils to use visual means of communication to facilitate, enhance and strengthen the quality of the teaching and learning process.	Apply detailed knowledge and understanding of a wide range of effective verbal and non-verbal communication strategies, provide excellent models of correct grammar, precise vocabulary and clear, neat hand-writing; and support pupils to use visual means of communication which facilitate, enhance and strengthen the quality of the teaching and learning process.	Support other teachers to develop their competences in using a range of verbal and non-verbal strategies effectively to facilitate, enhance and strengthen the quality of the teaching/ learning process across the whole school.
2.8. Engage in the process of lifelong learning through continuing professional development	Know and understand the value and necessity of engaging in lifelong learning through continuing professional development; reflect upon and identify professional development needs; and set targets for development with support of more experienced teachers.	Reflect upon and identify personal professional development needs and take appropriate action to fulfil these; apply outcomes of professional development to improve the quality of learning and teaching.	Keep up to date with recent professional developments in the subject area and wider educational field through reading and / or research; continue to improve by engaging in more specialized professional development opportunities, as available; and apply the outcomes of these experiences to improve the quality of learning and teaching.	Continue to develop professionally by keeping up to date with recent professional developments in the subject or specialist area and wider educational field through reading and / or research; support other teachers to identify professional development needs and support them in seeking opportunities to fulfil such needs.

Core Competences for In-service Teachers (Levels 2B – 5)

CORE TEACHING COMPETENCE 3: Assessing and reporting learning outcomes and progress

Levels of competency progression	Level 2b: Essential *Teachers operating at this level are able to demonstrate the essential competences below:*	Level 3: Capable *In addition to the essential competences at level 2b, teachers operating at level 3 are able to demonstrate the capable competences below:*	Level 4: Advanced *In addition to the competences at levels 2b and 3, teachers operating at level 4 are able to demonstrate the majority of the advanced competences below:*	Level 5: Exceptional *In addition to the competences at levels 2b,3 and 4 teachers operating at level 5 are able to demonstrate some specific exceptional competences below:*
Sub-competences	**Indicators**	**Indicators**	**Indicators**	**Indicators**
3.1. Use assessment for learning strategies to monitor pupils' progress, provide constructive feedback, which supports pupils to reflect upon and improve their learning outcomes.	Use basic assessment for learning strategies to monitor pupils' progress and provide constructive and timely feedback, which supports pupils to understand their strengths and areas for improvement.	Use consistently and effectively a range of assessment for learning strategies to monitor pupils' progress and provide constructive and timely feedback which encourages pupils to reflect upon and improve their learning.	Adopt an informed approach to monitoring pupils' progress and providing feedback, which focuses upon and responds to individual learning needs and which have a positive impact upon improvement in pupils' learning.	Support and advise other teachers on the use of effective assessment for learning strategies to monitor pupils' progress, provide feedback; and which have a significant impact upon improvement in pupils' learning at whole-school level.
3.1. Use the outcomes of formative and summative assessment to inform planning and target setting and improve the effectiveness of teaching and learning.	Evaluate the outcomes of formative and summative assessment to inform planning and teaching and set pupils targets, which lead to improvement in their learning.	Apply the outcomes of formative and summative assessment effectively to identify pupils' misconceptions in learning; set teaching objectives and pupil targets that provide appropriate levels of challenge and promote their learning progression.	Use consistently the outcomes of effective formative and summative assessment strategies to assess and evaluate critically pupils' learning and misconceptions, and the effectiveness of teaching; set pupils responsive targets that reflect their learning needs and provide appropriate challenge that leads to improved learning for all pupils.	Adopt a leadership role in developing school assessment policy; support and advise other teachers on how to use formative and summative assessment strategies to capture aspects of individual pupils learning; set focused individual targets that cater for individual learning needs; provide clear and appropriate challenge and lead to improvement in teaching and learning at whole-school level.
3.1. Provide oral and written reports to parents, carers and other stakeholders on children's performance, progress and achievements.	Liaise formally and informally with parents, carers and other professionals to provide them with clear information and reports about pupils' performance, progress and achievements.	In accordance with school policy, write reports based upon assessment outcomes; liaise formally and informally with parents, carers and other professionals to provide them with clear information about pupils' performance, progress and achievements in a sensitive and professional manner; using technology where appropriate.	In accordance with school policy, write informative reports based upon assessment outcomes; liaise formally and informally with parents, carers and other professionals to provide them with clear information about their pupils' progress and achievements in a sensitive and professional manner; using effective technology where appropriate.	Give advice to and support other teachers to liaise effectively with parents, carers and other professionals orally and through informative written reports based upon assessment outcomes.

Appendix IV: Core professional values, beliefs and attitudes

Teachers shape the future of society through the way they work with the children they teach. This involves not only developing children's knowledge, understanding and skills but also promoting among children positive values, beliefs and attitudes towards learning and the way in which they behave and act towards others. Values may be considered as inner driving forces that guide the actions of individuals and what they regard to be of fundamental importance in their lives. In order to inculcate positive values, beliefs and attitudes in the pupils in their care, teachers and student teachers need to model these in their daily practice and interactions with their pupils and others. The above teaching competences are underpinned by the following core professional values, attitudes and beliefs and are intended to guide and inform the daily work of teachers and student teachers during their field experience.

1. Love and respect children and care for their well-being.
2. Value inclusive practice and the learning of all pupils.
3. Regard pupils as integral partners in the educational process.
4. Believe that every pupil can achieve high but realistic expectations and that teachers play a significant role in facilitating pupils to realise their individual potential.
5. Hold positive, flexible attitudes towards change and a commitment to continued professional development.
6. Adopt a reflective and critical approach to teaching through examining, questioning and discussing one's own practice.
7. Hold positive attitudes towards teamwork and collaboration.
8. Adopt high standards of ethical practice in all dealings with pupils and parties concerned with children's   education.

Notes: