Teacher Competency Standards Framework (TCSF)
Beginning Teachers

Myanmar

Draft Version 2.0
2 May 2017

This version of the TCSF draft 2.0 provides a complete set of competency standards, minimum requirements and indicators for beginning teachers. A further three levels of proficiency related to teachers' continuing professional development – experienced, expert, and leader teachers – are in the process of being developed.

Foreword

Implementing quality education in Myanmar requires commitment to quality teaching and learning practices. In Myanmar's tradition, it is believed that "Knowledge is treasure; Teachers matter and teachers are at the centre of the learning process." In Myanmar society, teachers are regarded as one of the 'five gems' (Buddha, Dhamma, Sangha, parents and teachers). While remaining in this highly respected position, we must recognize that, as education moves towards a learner-centred approach, the role of the teacher is changing to that of a facilitator.

At present, our teachers need to be equipped with the teacher competencies necessary for them to move from a teacher-centred approach, in which teachers engage in purely direct instruction as the sole source of knowledge, to a learner-centred approach, in which the teacher provides guidance and support, coaching and facilitation. In a number of different countries, competency-based teacher training programmes are based on the following categories: knowledge, skills, and attributes or values. This Teacher Competency Standards Framework document also encompasses these categories. The content of each category has been aligned with the Myanmar context. This Competency Framework is designed to guide the professional development of teachers, to increase their capacity to Know, Think, Feel and Act, so that their skills enable effective teaching and learning. This will, in turn, increase the capability of students to Know, Think, Feel, and Act in their own learning process.

The Myanmar Teacher Competency Standards Framework (TCSF) has been developed by international teacher education technical advisers, teacher education specialists, experts from UNESCO, and a respected and committed group of national professional education experts. The TCSF was designed based on local and global best practices and has been aligned with Myanmar's context and circumstances. It focuses not on an idealised scenario, but prioritises practical application in Myanmar's schools, materializing the concept of "Think Global, Act Local." It is my hope that this TCSF will be very useful for curriculum development, teacher training, and promoting in-service teachers' quality. I am grateful to all participants who have contributed to this great work. Let's shoulder the duty of education together!

Dr Aung Min

Retired Rector, Yangon University of Education

Acknowledgements

The Myanmar Teacher Competency Standards Framework (TCSF) has been developed by a respected and committed group of national professional education experts. The core Working Group members were drawn from Yangon University of Education (YUOE), Sagaing University of Education (SUOE), the University for the Development of National Races (UDNR), with invited representatives from Yankin, Thingangun and Hlegu Education Colleges participating on behalf of the 25 nationally distributed Education Colleges.

The Working Group led by Dr Aung Min, retired Rector of Yangon University of Education, with coordination supported by the efforts of Dr Aye Aye Myint, Acting Rector of Yangon University of Education, consulted widely with education policy makers, administrators, peers and colleagues from within and across the higher education community and the relevant departments of the Ministry of Education. Specialised advice and direction was provided to the group by three national advisers Dr Khin Zaw, Dr Htoo Htoo Aung, Dr Myint Thein and U Zaw Htay, retired Director General of the Department of Higher Education. Since October 2015, the Working Group has met repeatedly to research and write this draft.

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1. Rationale

"Saya the tha akaryar" (Teachers do matter)

Teachers have a central role to play in improving educational outcomes. It is recognised that the quality of the teaching workforce determines the quality of education and that it is a significant factor in keeping students in school and in improving student educational outcomes.

Myanmar has commenced a process of significant change. Students of today need to acquire new knowledge, skills, and dispositions to ensure their participation and success as individuals, as members of the community and as citizens of Myanmar within a rapidly developing region.

As Myanmar raises the quality of the education system, through reforms to the basic education curriculum and structure of schooling (Kindergarten to Grade 12), it needs teachers with the right values, skills and knowledge to be effective practitioners. To achieve this objective, Myanmar needs a strong system of teacher education (pre-service and continuing), with programmes that provide the theoretical foundations to produce graduates and a quality teacher workforce with the kinds of professional knowledge, understanding and skills associated with the role and duties expected of Myanmar's teachers and the process of teaching.

A teacher competency standards framework provides the guidance to meet this need. It documents clear and concise profiles of what teachers are expected to know and be able to do and how well at the different stages of their career. It establishes benchmarks against which progress in professional development can be assessed over time, ensuring that appraisal and feedback are used in a supportive way to recognise and reward effective practice.

2. Legislative context

Improving the quality of teaching is more likely to be sustainably improved if the common characteristics of good, effective or quality teaching is made explicit and relates to the settings and contexts in which teaching takes place. This teacher competency standards framework aims to do exactly this, building from the precepts of Myanmar's National Education Law, which states:

> *"The objectives of national education are as follows: To produce good physically, mentally, morally, socially and psychologically well-developed citizens with critical thinking skills…" (Chapter 2)*

> *"The Ministry of Education shall produce teachers who value the languages, literature, culture, arts, traditions, and historical heritages of all ethnic groups in the nation and who have the ability to guide the development of all ethnic groups and the modern development of the nation…" (Chapter 5)*

The National Education Law legislates that all teachers need to be qualified: it defines a teacher as an 'educator who has qualifications for serving at a specified level of education.'[1] Under the law, 'the Ministry and related ministries shall specify the duties and rights of teachers'[2] and ensure 'there shall be no discrimination among the teachers in any subjects at each education level.'[3] They are also listed as responsible for arranging 'for upgrading teachers' quality and giving them international exposure.'[4]

Education has a central role in the nation's social and economic development as expressed in a number of key policy documents. These are:

- The 30-Year Long-Term Education Development Plan (2001-2031) which aims to 'uplift' national education through a series of reform programmes including up-grading the teaching-learning processes and the teacher education system;
- The Framework for Economic and Social Reforms (FESR) (2012-15) which sets out the government's priority policies; upgrading teacher training and addressing teacher remuneration;[5]

The National League for Democracy's 2015 Election Manifesto confirms the new government's intention to continue focusing on teacher education to ensure a good education system.[6]

3. The Teacher Competency Standards Framework

This document, the Myanmar's Teacher Competency Standards Framework, describes and explains what are considered to be the key characteristics and attributes of good teaching and what is expected of teachers' professional practice at the beginning stage of their professional development.

Core principles

The Framework:

- is grounded in the culture of the country;
- is based upon consensus about the purpose of teaching and about what constitutes successful teaching and learning;
- is based on clear statements of underlying educational philosophy, educational psychology and educational sociology;
- accommodates all the dimensions of teachers' professional work;
- emphasises self-evaluation and improvement;
- is consistent with (but not limited by) the desired basic education learning

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[1] NEL Ch2. Art.2 (i)
[2] NEL Ch9. Art.53 (a)
[3] NEL Ch9. Art.53 (b)
[4] NEL Ch9. Art.52
[5] Myanmar, Framework for Economic and Social Reforms (draft): Policy priorities for 2012-15 towards the long-term goals of the National Comprehensive Development Plan, 22 November 2012.
[6] National League for Democracy, 2015 Election Manifesto Section 4.v.

> outcomes, as articulated in the National Curriculum Framework; and
- contains the key attributes of stability, durability and flexibility.

Purpose and use

It is a guidance document for policy makers and curriculum developers responsible for teacher education (pre- and in-service) and basic education.

It is a tool for teachers in their continuing professional development and achievement of quality in their professional practice.

The Framework can be used to:

- provide clear direction to policy makers, curriculum developers and teachers on what constitutes professional practice and expected pedagogical content knowledge;
- guide the revision and on-going monitoring of teacher training programmes, including the development of a curriculum framework;
- help assess pre-service teacher training graduates to ensure they meet minimum standards for accreditation;
- strengthen peer mentoring and instructional supervision by teacher educators, education supervisors, school heads and classroom teachers; and
- establish a clear path for merit-based teacher placement and career advancement, shifting performance evaluations from educational background and years of teaching to observable performance and competency to support students' learning.

Development process

A process of iterative development has been applied to the development of the Framework and is recommended as a continued approach for monitoring and revising the Framework. This approach requires various phases of development with stakeholder participation key in each stage of the process. The main phases include: design, field testing, revisions, implementation and monitoring and evaluation.

- *Design* – iterative process to define and describe the competency standards;
- *Field-testing* - to test the 'fit for purpose' of the draft of the competency standards with intended users in terms of understanding of the terminology, ideas about the use and purpose of the framework and initial tools, and to gather examples of actual practice from teachers teaching in varied context;
- *Revisions* - to produce draft versions for broad consultation and implementation trials with intended users: pre-service and in-service teachers; teacher educators, principals and education supervisors;
- *Implementation* – integration and use in teacher professional development and supported by orientation and awareness campaign and various capacity building activities;
- *Monitoring and evaluation* - annual reviews of implementation with tri-annual evaluation integrated with the Ministry of Education Quality Assurance systems.

Implementation of the Framework will be closely monitored and kept under regular review. This TCSF draft 2.0 for Beginning Teachers documents the core set of teacher competency standards. The Myanmar Teacher Competency Standards Framework is provided as the core document and provides guidance for implementation across all aspects of teacher education -- pre-service and in-service continuing professional development and training. Practice examples, tools and instruments will be developed progressively to accompany implementation of the Framework.

4. Structure of the Framework

Defining teachers' professional knowledge and competence

The teacher competency standards refer to the expectations of teachers' knowledge, skills, attributes and required levels of performance at various stages of their teaching career and is organised in four domains.

- Professional knowledge and understanding
- Professional skills and practices
- Professional values and dispositions
- Professional growth and development

Each **Domain** refers to "a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain."[7] Each domain is organised by **Areas of Competence** for which the competency standard is expressed as a concise statement with accompanying descriptors of the expected minimum requirements to be achieved by all teachers.

Competency standards are the expected professional abilities and skills a teacher should develop through their initial training and as they continue to grow and develop in their professional service and practice, such as participation in induction and on-going in-service education and training.

The complete set of competency standards includes:

- *Teaching competence* – the role of the teacher in the classroom, directly linked to the act of teaching (pedagogical content knowledge)
- *Teacher competence* – the wider systemic view of teacher professionalism; this includes the role and responsibility of the teacher as an individual, within the school, the local community, and as a participant in professional networks.

This holistic set of *professional competency standards* aims to describe what teachers believe, know, understand and are able to do as specialist practitioners in their fields.

Minimum requirements explain how and in what ways teachers' knowledge, skills, actions

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[7] European Commission (2013) *Supporting teacher competence development for better learning outcomes* European – Education and Training.

and desired types of behaviour may be expressed. Section 5 documents the minimum requirements for the beginning teacher.

Indicators describe what really matters in teaching and learning for the stage of schooling and by reference to:

- a coherent, descriptive account of knowledge and pedagogy;
- national and local circumstances, culture and need (including multi-lingual and multi-grade teaching); and
- what is known from international research about the conditions for effective teaching and learning.[8]

Indicators vary according to stage of schooling for which teachers are engaged to teach, for specialised curriculum offered and for the various phases of teachers' continuing professional development (beginning, experienced, expert and leader). A complete set of indicators for the beginning teacher and for each stage of schooling - Kindergarten, primary, lower secondary and upper secondary, is included in Annexes 1-4.

Descriptive profiles of professional development stages for all basic education teachers

This version of the Framework currently describes **competency standards** and **indicators** for teachers of Kindergarten, Primary, Lower Secondary and the Upper Secondary levels of schooling within Myanmar's education system and at the **beginning** phase of their teaching career.

The complete Framework will be extended to describe minimum requirements and indicators for the different stages of professional development for all teachers in accordance with the theory of learning development on which the Framework's is based.

Theory of development for the TCSF levels of proficiency
The Framework is built on a theory of professional learning and development designed to clarify and elaborate the core capabilities expected of teachers and what they should get better at, at different stages of their development and in their specialist fields of teaching.

The professional expertise as expressed in minimum requirements and indicators for each level of proficiency seeks to describe good teaching and what is expected of good teachers by drawing on contemporary theories of learning and human development.

It recognises that the differences are both substantive and methodological and therefore what the beginning teacher knows and is able to do while teaching is expected to differ from the experienced, expert or leader teacher. These differences will be apparent in terms of:

- representation of content and conceptual knowledge, the level of challenge in teaching and learning activities as pedagogical content knowledge is increased;

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[8] Alexander, R 2008. *Education for All, the Quality Imperative and the Problem of Pedagogy* CREATE, Sussex University, UK.

- the ways learning is monitored and teaching reflected upon and the extent to which any or all of this feedback is used in action; and
- enhanced capacities for interpersonal communication, and leading contributions to coordination and planning within the school community.

The competency standards are interconnected and related and not just increasing or expanding the work of teachers by adding bits on. All teachers as part of their continuing professional development are expected to progress towards the following stages of professional growth and development.

Beginning teachers

Beginning teachers have successfully completed the accredited pre-service teacher education programme or an equivalent and demonstrate competence across all domains at the minimum level. They are able to teach the prescribed curriculum to students at the specified stage of schooling and to assess levels of student achievement. They enjoy working with others and can contribute positively to school and community-level decision-making processes. Expected minimum capacities include subject knowledge and skills, pedagogical knowledge, a positive attitude towards children and youth, and a commitment to education and teaching.

Experienced teachers

Experienced teachers demonstrate capacity to use both content knowledge and pedagogical knowledge in the design of lessons. Their teaching demonstrates connections between learning goals, learning activities and assessment requirements of the subjects taught and of the curriculum for the stages of schooling. They can describe and discuss the learning expectations for all students, drawing on their interests, experiences and backgrounds, to ensure connections with learning activities. They align assessment strategies to learning goals, and they adapt learning tasks to student readiness. They are active participants in both school and community-related planning.

Expert teachers

Teachers at the level of expert demonstrate leadership and coordination skills. They are comfortable working in new and challenging teaching or management roles and are willing to support the professional development of peers. They are competent in the subject matter required in their classes, demonstrating a depth of content knowledge. Their classroom practice and pedagogical style exemplify a sound understanding of learners and their differential needs with methods of teaching perfected to smoothly transition from manager, to facilitator, to evaluator, to guide and counsellor. They have well-developed personal and interactive skills, are open to critique and value working with others.

Leader teachers

Teachers at this level are experts that hold positions of responsibility and provide advice and direction to colleagues for the implementation of the basic education curriculum. They provide professional support to colleagues and are mentors and coaches for new teachers during their induction; they supervise or provide oversight of student teachers undertaking practicum experience in schools.

Professional development

The Framework is not intended to limit teachers' growth and professional development and it is possible for teachers to exhibit levels of competency consistent with expected minimum requirements and indicators from different levels of proficiency. For example, a Beginning Lower Secondary teacher may in some areas of competence exhibit behaviours and practices similar to that of an experienced teacher. As a developmental tool, the intention is that teachers can describe their strengths and gaps in professional learning so as to be able to plan for continuing growth in their professional development.

Stages of schooling

The Framework explains what each of the competency standards means for teachers of different stages of schooling. It aims to provide guidance for teachers on the unique features and the central tasks of good teaching for different stages of schooling. It recognises that the capacities and competencies of teachers also need to meet the demands of teaching in different contexts and settings, such as multi-cultural and multi-grade classrooms and urban, regional and remote schools.[9] Thus, for each stage of schooling specific indicators typify good practices, highlighting specialised knowledge and practices or pedagogical content knowledge[10] that is generally recognised as required for effective teaching of students at the different grade levels.

Kindergarten teachers are early childhood development specialists. They understand the importance of the Kindergarten years for developing young students' capacities to learn through guided exploration and play. They have genuine desire to see all children learn and display patience as they seek to support each student's cognitive, emotional and physical development. They recognise the importance of making connections between the Kindergarten classroom and the real world of the students, and do so by integrating thematically within stories and games basic literacy skills required for a successful transitioning to the early grades of school.

Primary teachers like and are friendly towards children and they have a sound knowledge of early childhood development and different teaching methods. They can readily combine this knowledge of learning development with teaching strategies and subject knowledge to engage and meet the learning needs of students ranging in age from Grade 1 to Grade 5. They create a safe, friendly and engaging learning environment for their students and make and use a variety of teaching and learning materials. They are alert and active in developing their professional competence as a primary teacher, in recognition of the importance of the primary years of schooling to build the foundations for future achievement in school and the world of work.

Lower secondary teachers are aware of the significant developmental changes of young adolescents. They understand the potential impact of this stage of development on students' engagement, interest and capacity to learn at the same time as the student is transitioning from primary into secondary school. They have a sound understanding of ways

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9 Ingvarson, and Kleinhenz, 2006, p54-55; Ingvarson and Rowe, 2007, p11)
10 Shulman, 1987

to integrate pedagogical knowledge with content knowledge to make learning of subject concepts relevant and meaningful. And they prepare lessons and the learning environment to maximise each student's active participation.

Upper secondary teachers understand what motivates older adolescents and their need to be active and independent in their learning. These teachers have a sound knowledge of the subject taught and can readily translate subject specific content, concepts and skills into real life applications and practices, aiming to prepare each student with the critical thinking skills demanded of the contemporary world education and work. Teachers at this level are mentors and are able to assist the students to connect the subject matter with the broader cultural and socio-political environment in which they live and will work. Given these demands for contemporary subject knowledge, upper secondary teachers readily participate in professional communities of learning so as to be up to date in their specific field of teaching, and its broader application to further study and the world of work.

Subject specialisations

In addition to foundation and core subjects, teachers may complete specialised training and professional development. Specialised course diplomas or degrees may be delivered as co-curricula or extra-curricular subjects and focus on specific areas of teaching and learning; for example, teaching students with special needs, language and literacy - language education, bi-multi-lingual teaching, ICT for teaching and learning, Arts and Music, or Learning Resource Management (Library).

The Framework does not currently elaborate on what the standards means for different subjects and specialised fields of teaching. As the commenced reforms to teacher education and the new basic education curriculum take hold, expansion of the Framework to include subject area specialisations may be desirable.

Use in teacher appraisal and assessment

The Framework provides a core set of competency standards to be used as the point of reference or benchmark for teacher and teaching quality in Myanmar. Initially, national implementation of the Framework will involve preparing education managers, administrators, teacher educators and teachers to use the Framework for its intended purpose. Namely, to support design and implementation of teacher related policy, teacher education curriculum development and in the monitoring and appraisal of teachers' teaching practice and training needs analysis, as a means of upgrading the quality of teaching in Myanmar. In this initial phase, qualitative instruments will be developed and tested to support appraisal of teachers' competencies for the different stages of professional development. Close monitoring of this initial implementation will inform further implementation planning and periodic revisions of the Framework.

As understanding and capacity to apply competency standards to the profession is developed within and across the system of teacher education in Myanmar, the Framework may be extended to support teacher evaluation. Use of the Framework as a tool for assessment of teachers and their teaching performance will require the development of instruments with validated and levelled quality criterion to describe expected levels of

proficiency for each of the stages of teachers' professional development. Implementation of such tools will also require significant training and professional development of the different users (mentors, supervisors, principals) to develop a common level of understanding about the interpretation of the different descriptors and what they mean.

Qualifications

The Framework does not discriminate between course type (certificate, diploma, degree), duration of programme or modes of delivery - University, Education College, distance education or correspondence and school-based training. It assumes, regardless of qualification pathway, that when a teacher has completed the requirements of the training mode, course or programme, including a period of induction, they will have achieved as a minimum the core competency standards as described for the Beginning Teacher.

It is possible, therefore, that a teacher at the beginning phase may demonstrate levels of competence against some competency standards more commonly associated with an experienced teacher. As previously noted, the application of the Framework should allow for different pathways into teaching and therefore expect differing rates of professional growth and development.

5. Teacher Competency Standards

Domain A: Professional Knowledge and Understanding

This domain centres on the information that teachers should know and be able to demonstrate. It encompasses the knowledge required for teaching different ages and stages and level-appropriate subject content competency. Inherent in any focus on subject competency is the necessity to understand how students learn and how they can be effectively taught in the key learning areas. Underpinning all competency standards in this domain is knowledge of educational policy and school curricula for Myanmar, its aims and objectives and developments.

Area of Competence: Professional knowledge and understanding – Educational science

Competency standard A1: Know how students learn
Minimum requirements
A1.1 Demonstrate understanding of different theories of how students learn relevant to their age
A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs

Area of Competence: Professional knowledge and understanding – Instructional technology

Competency standard A2: Know available instructional technology
Minimum requirements
A2.1 Demonstrate understanding of a variety of teaching and learning strategies and resources
A2.2 Demonstrate appropriate use of Information and Communication Technology (ICT) in teaching and learning

Area of Competence: Professional knowledge and understanding – Students, families, schools and communities

Competency standard A3: Know how to communicate well with students and their families
Minimum requirements
A3.1 Demonstrate understanding of the role and expected duties of teachers in Myanmar
A3.2 Demonstrate understanding of the social, linguistic, and cultural diversity of the students and their communities

Area of Competence: Professional knowledge and understanding – Curriculum

Competency standard A4: Know the curriculum
Minimum requirements
A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum

Area of Competence: Professional knowledge and understanding – Subject matter

Competency standard A5: Know the subject content
Minimum requirements
A5.1 Demonstrate understanding of the subject matter to teach the appointed subject/s for the specified grade level/s
A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context

Domain B: Professional Skills and Practices

This domain deals with what teachers are able to do. The teachers' professional knowledge and understanding is complemented by possession of a repertoire of teaching strategies for different educational contexts to meet the needs of individual students as appropriate to different subject areas and stages of schooling.

Area of Competence: Professional skills and practices - Pedagogy

Competency standard B1: Teach curriculum content using various teaching strategies
Minimum requirements
B1.1 Demonstrate capacity to teach the curriculum-related subject concepts and content
B1.2 Demonstrate capacity to apply different strategies for teaching and learning
B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience

Area of Competence: Professional skills and practices - Assessment

Competency standard B2: Assess, monitor, and report on students' learning
Minimum requirements
B2.1 Demonstrate capacity to monitor and assess student learning
B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress

Area of Competence: Professional skills and practices - Classroom management

Competency standard B3: Create a supportive and safe learning environment for students
Minimum requirements
B3.1 Demonstrate capacity to create a safe and effective learning environment for all students
B3.2 Demonstrate strategies for managing student behaviour

Area of Competence: Professional skills and practices - Communication

Competency standard B4: Work together with other teachers, parents, and community
Minimum requirements
B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students

Domain C: Professional Values and Dispositions

This domain refers to the ideas, values and beliefs that teachers hold about education, teaching and learning. It is underpinned by the values expressed in the Myanmar National Education Law and reflects the mutual understanding by teachers and the community about the Myanmar teacher – Teach students to be disciplined, Teach and explain to your best, Teach everything known, Appreciate students and Stand up for students whenever needed, Teach to value the professional work of being a teacher. According to Myanmar tradition, in return, the community will respect teachers. [11]

Area of Competence: Professional values and dispositions – Service to profession

Competency standard C1: Service to profession
Minimum requirements
C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models
C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher
C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school
C1.4 Demonstrate responsibility and accountability for the use of education resources

Area of Competence: Professional values and dispositions - Service to community leadership

Competency standard C2: Service to community leadership
Minimum requirements
C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession

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[11] These are recognised and often cited edicts that are commonly expressed in the knowledge systems and practices of the people of Myanmar.

Area of Competence: Professional values and dispositions - Student-centred values

Competency standard C3: Promote quality and equity in education for all students
Minimum requirements
C3.1 Demonstrate a high regard for each student's right to education and treat all students fairly
C3.2 Demonstrate respect for diversity of students and the belief that all students can learn
C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship

Domain D: Professional Growth and Development

This domain deals with teachers' continuing professional growth and development. It incorporates teachers' habits, motivation and actions related to their on-going learning and professional improvement. It advocates the importance of all teachers being aware of their role as leaders within the community and highlights the need for active research to support teachers' classroom performance and continuing professional development.

Area of Competence: Professional Growth and Development - Reflective practices

Competency standard D1: Reflect on own teaching practice
Minimum requirements
D1.1 Use evidence of students' learning to reflect on own teaching practice

Area of Competence: Professional Growth and Development - Collaborative learning

Competency standard D2: Engage with colleagues in improving teaching practice
Minimum requirements
D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities

Area of Competence: Professional Growth and Development - Initiative for research culture

Competency standard D3: Participate in professional learning to improve teaching practice
Minimum requirements
D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice

6. Glossary

Wherever possible definitions and terms are drawn from the National Education Law (2014) and as amended, 25 June 2015.

Assessment methods include diagnostic, formative and summative assessments of student learning progress and achievement related to the expected levels of competence for the area of learning, as specified in the basic education curriculum for the age and stage of schooling.

- *Formative assessment* contributes to learning through feedback provided to the student. Assessment information is used to inform the design of teaching and learning programmes and may include data gathered from questioning (open and closed), informal games and puzzles, formal subject/ topic or end-of-chapter tests.
- *Diagnostic assessment* can be similar to formative assessment but is concerned with what the learner already knows. Data is collected on the students' knowledge and skills within a learning area or for a particular competency, (for example Myanmar language or reading level) to inform lesson planning.
- *Summative assessment* is used to evaluate the extent of the students' achievement for the expected competencies and learning outcomes, as specified in the curriculum or for the stage of schooling. Such assessments usually comprise end-of-year or semester tests or examinations.

Curriculum refers to a systematic programme in which learning outcomes, contents, teaching and learning approaches and methods and assessment of respective subject areas to be learnt inside and outside schools are specified.

Developmentally Appropriate Practices is used to describe activities, equipment or programmes. It assumes that what is known about child development and each student's profile and their development informs design of learning.

Early Childhood Education refers to education using methods and approaches relevant to developmental stages of children for all-round development for all children up to the age of eight.

Educational Science refers to the theoretical foundations of education and includes intercultural, historical, philosophical, psychological and sociological knowledge as it relates to and informs teaching practice.

Kindergarten is a programme of education of five-year-olds for smooth transition to Grade 2 using relevant ways and means for their all-round development.

Mother tongue refers to the use of the students' first language or the language spoken at home and within the ethnic community.

Language of instruction refers to the language (s) used in the classroom to support teaching and learning.

Multi-grade teaching occurs when a single class contains two or more single class levels. For example, Grade level 2 and 3 students combined. Multi-grade classes are usually created for one or more of the following reasons: 1) In remote and or small schools where the number of teachers is limited. 2) In large schools where student numbers for a year level exceed the accepted class size and composite grades are created to accommodate the extra students and teaching staff allotments. 3) As a deliberate response to address specific educational needs. Examples are mixed age grouping based on pedagogical reasoning such as stimulating social development, peer- based and cooperative learning.

Pedagogy is the art, science or profession of teaching. It includes the theory and practice of education and, therefore, the study and practice of how best to teach. Pedagogical approaches will vary according to the subject / discipline concepts, content, methods, and the age and stage of schooling.

Pedagogical Content Knowledge (PCK) as initially described by Shulman (1987) relates to the capacity of a teacher to make explicit connections between subject matter knowledge and its representation for the learner, and to do so in accordance with their age and stage of schooling and learner profile.

Right to education refers to the fundamental human right of all children to a free and compulsory education. The Universal Declaration of Human Rights (UDHR) article 26 states:

> 1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
> (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
> (3) Parents have a prior right to choose the kind of education that shall be given to their children.[12]

School is the educational setting in which the standards are applied to teachers and teaching and includes the place of learning for pre-school, basic, technical, vocational and tertiary education. These may be state, non-state or community schools.

Special educational needs refer to the differing cognitive, physical and intellectual needs of all learners and applying appropriate teaching methods.

Student is used throughout the Framework but should be taken to mean all learners in schools and other educational settings.

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[12] http://www.un.org/en/universal-declaration-human-rights/

Teacher Education refers to the development of intellectual faculties, methodological approaches, skills, attitudes and experience for pre-service and in-service teachers.

Parents is used to include all carers, guardians and other adults with responsibility for students.

Teacher includes all personnel employed to teach the basic education curriculum and having achieved an accredited teaching qualification or who is concurrently employed and enrolled in a recognised/ accredited training programme.

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8. Annexes: Competency Standards by Level of Education

Annex 1: Kindergarten Teachers – Beginning Level

Domain A: Professional Knowledge and Understanding

This domain centres on the information that teachers should know and be able to demonstrate. It encompasses the knowledge required for teaching different ages and stages and level-appropriate subject content competency. Inherent in any focus on subject competency is the necessity to understand how students learn and how they can be effectively taught in the key learning areas. Underpinning all competency standards in this domain is knowledge of educational policy and school curricula for Myanmar, its aims and objectives and developments.

Area of Competence: Professional knowledge and understanding – Educational science

Competency standard A1: Know how students learn	
Minimum requirements	Indicators
A1.1 Demonstrate understanding of different theories of how students learn relevant to their age	A1.1.1 Give examples of how the students learn differently depending on their level of cognitive physical, social, and emotional development A1.1.2 Prepare learning activities according to students' level of cognitive, physical, social and emotional development
A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs.	A1.2.1 Identify teaching methods to be used to help students with different backgrounds (gender, ethnicity, culture) learn better A1.2.2 When planning instruction, specify what teaching methods will be used to help students with different abilities learn better, such as students with different language background or with learning difficulties A1.2.3 Prepare learning activities linking new concepts with students' prior knowledge and experience

Area of Competence: Professional knowledge and understanding – Instructional technology

Competency standard A2: Know available instructional technology	
Minimum requirements	Indicators
A2.1 Demonstrate understanding of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student interaction, inquiry, problem-solving and creativity A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning

A2.2 Demonstrate appropriate use of Information Communication Technology (ICT) in teaching and learning	A2.2.1 Describe strategies to support responsible, safe and relevant use of ICT for teaching and learning, including school or personal use

Area of Competence: Professional knowledge and understanding – Students, families, schools and communities

Competency standard A3: Know how to communicate well with students and their families	
Minimum requirements	Indicators
A3.1 Demonstrate understanding of the role and expected duties of teachers in Myanmar	A3.1.1 Describe the role and five duties of Myanmar teachers as socially accepted norms
A3.2 Demonstrate understanding of the social, linguistic and cultural diversity of the students and their communities	A3.2.1 Be aware of the social and cultural background of students, parents, community elders and leaders when interacting with them A3.2.2 Give examples of strategies to support all students participation and engagement in classroom activities

Area of Competence: Professional knowledge and understanding – Curriculum

Competency standard A4: Know the curriculum	
Minimum requirements	Indicators
A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	A4.1.1 Describe the core principles, education concepts, content and objectives for learning of the Kindergarten curriculum, for example social development and foundational literacy A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials A4.1.3 Describe the assessment principles of the Kindergarten curriculum

Area of Competence Educational knowledge and understanding – Subject matter

Competency standard A5: Know the subject content	
Minimum requirements	Indicators
A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s	A5.1.1 Describe the key learning objectives, concepts and content for each of the six Learning Development Areas (LDA): • Wellbeing (holistic physical development) • Being and becoming (social and emotional and moral development) • Communication (mother tongue and first additional language) • Exploring mathematics

	• Creativity and problem-solving • Knowledge and understanding of the world
A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	A5.2.1 Describe ways to contextualise learning activities for the age, language, ability and culture of students to develop understanding of subject related principles, ideas and concepts A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes

Domain B: Professional Skills and Practices

This domain deals with what teachers are able to do. The teachers' professional knowledge and understanding is complemented by possession of a repertoire of teaching strategies for different educational contexts to meet the needs of individual students as appropriate to different subject areas and stages of schooling.

Area of Competence: Professional skills and practices - Pedagogy

Competency standard B1: Teach curriculum content using various teaching strategies	
Minimum requirements	Indicators
B1.1 Demonstrate capacity to teach the curriculum related subject concepts and content	B1.1.1 Structure the daily programme of activities to cover the 6 Learning Development Areas (LDA) providing different ways for children to engage with subject content • Wellbeing (holistic physical development) • Being and becoming (social and emotional and moral development) • Communication (mother tongue and first additional language) • Exploring mathematics • Creativity and problem-solving • Knowledge and understanding of the world
B1.2 Demonstrate capacity to apply different strategies for teaching and learning	B1.2.1 Use teaching and learning strategies appropriate for the class culture and size B1.2.2 Use knowledge of literacy and numeracy instructional strategies to support students' language and literacy development. B1.2.3 Facilitate children's learning through play and provide visual, auditory, oral examples to introduce and illustrate concepts to be learnt
B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lesson to ensure all of the lesson time is used effectively B1.3.2 Plan timed and focussed learning activities to engage students B1.3.3 Use themes to integrate topics, connected with the local language, culture and environment to learn about self, family and others B1.3.4 Prepare learning experiences that integrate the 6 Learning Development Areas (LDA)

Area of Competence: Professional skills and practices - Assessment

Competency standard B2: Assess, monitor and report on students' learning	
Minimum requirements	Indicators
B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.1 Plan and use assessment tasks, integrated with learning activities B2.1.2 Use different informal assessment approaches to monitor student's learning and engagement with the curriculum content
B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	B2.2.1 Record students learning progress accurately and consistently B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum B2.2.3 Communicate students' learning progress and achievement to parents and other educators

Area of Competence: Professional skills and practices - Classroom management

Competency standard B3: Create a supportive and safe learning environment for students	
Minimum requirements	Indicators
B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities B3.1.2 Encourage students to interact and play safely with other students B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety within the classroom and school B3.1.4 Follow regulations regarding health and safety (administration of medication, CPR and First Aid training, fire and disaster drills, abuse and neglect, communicable disease)
B3.2 Demonstrate strategies for managing student behaviour	B3.2.1 Create, explain, display and enforce the agreed classroom rules and procedures to ensure all students' health, safety and well-being B3.2.2 Encourage students to interact with each other with mutual respect and safety B3.2.3 Learn to know each student's background and needs and interact regularly with all students

Area of Competence: Professional skills and practices - Communication

Competency standard B4: Work together with other teachers, parents, and community	
Minimum requirements	Indicators
B4.1 Demonstrate strategies for working together with other	B4.1.1 Speak positively to others about school culture and the Kindergarten curriculum to promote understanding among parents

teachers, parents, and the local community to improve the learning environment for students	B4.1.2 Describe strategies to promote parents' involvement in their child's learning at school, at home and in the community B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues and accept feedback positively

Domain C: Professional Values and Dispositions

This domain refers to the ideas, values and beliefs that teachers hold about education, teaching and learning. It is underpinned by the values expressed in the Myanmar National Education Law and reflects the mutual understanding by teachers and the community about the Myanmar teacher – Teach students to be disciplined, Teach and explain to your best, Teach everything known, Appreciate students and Stand up for students whenever needed, Teach to value the professional work of being a teacher. According to Myanmar tradition, in return, the community will respect teachers. [13]

Area of Competence: Professional values and dispositions – Service to profession

Competency standard C1: Service to profession	
Minimum requirements	Indicators
C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher C1.1.2 Consistently display and express positive attitudes, values and behaviours expected of teachers by students, colleagues, parents and communities
C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher	C1.2.1 Identify theories and concepts that inform approaches to teaching and learning C1.2.2 Describe own approach to teaching and learning
C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school.	C1.3.1 Show interest in and take time to learn about the students culture, language and community
C1.4 Demonstrate responsibility and accountability for the use of education resources	C1.4.1 Use school supplies and resources appropriately

Area of Competence: Professional skills and practices - Service to community leadership

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[13] These are recognised and often cited edicts that are commonly expressed in the knowledge systems and practices of the people of Myanmar.

Competency standard C2: Service to community leadership	
Minimum requirements	Indicators
C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession	C2.1.1 Contribute actively to a range of school and community activities

Area of Competence: Professional skills and practices - Student-centred values

Competency standard C3: Promote quality and equity in education for all students	
Minimum requirements	Indicators
C3.1 Demonstrate a high regard for each student's right to education and treat all students fairly	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
C3.2 Demonstrate respect for diversity of students and the belief that all children can learn	C3.2.1 Organise the classroom to encourage all students' participation in the lesson activities and interactions with the teacher
C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship	C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities

Domain D: Professional Growth and Development

This domain deals with teachers' continuing professional growth and development. It incorporates teachers' habits, motivation and actions related to their on-going learning and professional improvement. It advocates the importance of all teachers being aware of their role as leaders within the community and highlights the need for active research to support teachers' classroom performance and continuing professional development.

Area of Competence: Professional growth and development - Reflective practices

Competency standard D1: Reflect on own teaching practice	
Minimum requirements	Indicators
D1.1 Use evidence of students' learning to reflect on own teaching practice	D1.1.1 Use information from a variety of sources to improve teaching practice and student learning D1.1.2 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher

Area of Competence: Professional growth and development - Collaborative learning

Competency standard D2: Engage with colleagues in improving teaching practice	
Minimum requirements	Indicators
D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors, colleagues and accept feedback positively D2.1.2 Participate in professional development activities related to implementation of the curriculum D2.1.3 Establish goals for own professional development as a teacher D2.1.4 Participate in professional activities conducted by recognised professional associations

Area of Competence: Professional growth and development - Initiative for research culture

Competency standard D3: Participate in professional learning to improve teaching practice	
Minimum requirements	Indicators
D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	D3.1.1 Identify relevant research to support teaching and learning D3.1.2 Seek information on current trends and research-based practices in early childhood education

Annex 2: Primary Teachers – Beginning Level

Domain A: Professional Knowledge and Understanding

This domain centres on the information that teachers should know and be able to demonstrate. It encompasses the knowledge required for teaching different ages and stages and level-appropriate subject content competency. Inherent in any focus on subject competency is the necessity to understand how students learn and how they can be effectively taught in the key learning areas. Underpinning all competency standards in this domain is knowledge of educational policy and school curricula for Myanmar, its aims and objectives and developments.

Area of Competence: Professional knowledge and understanding – Educational science

Competency standard A1: Know how students learn	
Minimum requirements	Indicators
A1.1 Demonstrate understanding of different theories of how students learn relevant to their age	A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, emotional and physical development
A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.1 Identify various teaching methods to help students with differing backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better A1.2.2 Prepare focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

Area of Competence: Professional knowledge and understanding – Instructional technology

Competency standard A2: Know available instructional technology	
Minimum requirements	Indicators
A2.1 Demonstrate understanding of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student interaction, inquiry, problem-solving and creativity A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials to support student learning
A2.2 Demonstrate appropriate use of Information Communication Technology (ICT) in teaching and learning	A2.2.1 Describe strategies to support responsible, safe and relevant use of ICT for teaching and learning, including school or personal use

Area of Competence: Professional knowledge and understanding – Students, families,

schools and communities

Competency standard A3: Know how to communicate well with students and their families	
Minimum requirements	Indicators
A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar	A3.1.1 Describe the role and five duties of Myanmar teachers as socially accepted norms
A3.2 Demonstrate understanding of the social, linguistic and cultural diversity of the students and their communities	A3.2.1 Be aware of the social and cultural background of students, parents, community elders and leaders when interacting with them A3.2.2 Give examples of strategies to support all students participation and engagement in classroom activities

Area of Competence: Professional knowledge and understanding – Curriculum

Competency standard A4: Know the curriculum	
Minimum requirements	Indicators
A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the primary curriculum for the subjects and grade level/s taught A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials A4.1.3 Describe the assessment principles underpinning the primary curriculum

Area of Competence Educational knowledge and understanding – Subject matter

Competency standard A5: Know the subject content	
Minimum requirements	Indicators
A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s	A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content and skills A5.1.3 Describe approaches used to promote learning in key areas of literacy, numeracy, science and social studies for the grade levels taught and linked to real life
A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	A5.2.1 Describe ways to contextualise learning activities for the age, language, ability and culture of students to develop understanding of subject related principles, ideas and concepts A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes A5.2.3 Describe approaches to develop students' fluency in

	reading and numeracy

Domain B: Professional Skills and Practices

This domain deals with what teachers are able to do. The teachers' professional knowledge and understanding is complemented by possession of a repertoire of teaching strategies for different educational contexts to meet the needs of individual students as appropriate to different subject areas and stages of schooling.

Area of Competence: Professional skills and practices - Pedagogy

Competency standard B1: Teach curriculum content using various teaching strategies	
Minimum requirements	Indicators
B1.1 Demonstrate capacity to teach the curriculum related subject concepts and content	B1.1.1 Clearly explains the curriculum content and intended learning outcomes B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs B1.1.3 Encourage students' awareness of their own ideas to build new understanding
B1.2 Demonstrate capacity to apply different strategies for teaching and learning	B1.2.1 Use teaching and learning strategies appropriate for the class – culture, size and type B1.2.2 Use knowledge of literacy and numeracy instructional strategies to support students learning in different subject areas B1.2.3 Provide opportunities for students to investigate subject related content and concepts through practical activities
B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lesson to ensure all of the lesson time is used effectively B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience B1.3.4 Use questioning techniques and visual examples to introduce and illustrate concepts to be learnt

Area of Competence: Professional skills and practices - Assessment

Competency standard B2: Assess, monitor and report on students' learning	
Minimum requirements	Indicators
B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.1 Plan and use assessment tasks, integrated with learning activities B2.1.2 Use assessment to allow students to demonstrate achievements in a variety of ways B2.1.3 Use questioning and discussion techniques to check

	students understanding and provide feedback
B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	B2.2.1 Record students learning progress accurately and consistently B 2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators

Area of Competence: Professional skills and practices - Classroom management

Competency standard B3: Create a supportive and safe learning environment for students	
Minimum requirements	Indicators
B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities B3.1.2 Encourage students to interact with each other and, to work both independently and in teams B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety within the classroom and school
B3.2 Demonstrate strategies for managing student behaviour	B3.2.1 Create, explain, display and enforce the agreed classroom rules and procedures to ensure student health and safety B3.2.2 Encourage students to interact with each other with mutual respect and safety B3.2.3 Learn to know each student's background and needs and interact regularly with all students B3.2.4 Encourage well-adjusted behaviour of students by collaborative teamwork and independent learning

Area of Competence: Professional skills and practices - Communication

Competency standard B4: Work together with other teachers, parents, and community	
Minimum requirements	Indicators
B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students	B4.1.1 Speak positively to others about school culture and the primary curriculum to promote understanding among parents B4.1.2 Describe strategies to promote parents' involvement in their child's learning at school, at home and in the community B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues and accept feedback positively

Domain C: Professional Values and Dispositions

This domain refers to the ideas, values and beliefs that teachers hold about education,

teaching and learning. It is underpinned by the values expressed in the Myanmar National Education Law and reflects the mutual understanding by teachers and the community about the Myanmar teacher – Teach students to be disciplined, Teach and explain to your best, Teach everything known, Appreciate students and Stand up for students whenever needed, Teach to value the professional work of being a teacher. According to Myanmar tradition, in return, the community will respect teachers.

Area of Competence: Professional values and dispositions – Service to profession

Competency standard C1: Service to profession	
Minimum requirements	Indicators
C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher C1.1.2 Consistently display and express positive attitudes, values and behaviours expected of teachers by students, colleagues, parents and communities
C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher	C1.2.1 Identify theories and concepts that inform underpin approaches to teaching and learning C1.2.2 Describes own approach to teaching and learning
C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school	C1.3.1 Show interest in and take time to learn about the students, culture, language and community
C1.4 Demonstrate responsibility and accountability for the use of education resources	C1.4.1 Use school supplies and resources appropriately

Area of Competence: Professional skills and practices - Service to community leadership

Competency standard C2: Service to community leadership	
Minimum requirements	Indicators
C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession	C2.1.1 Contribute actively to a range of school and community activities

Area of Competence: Professional skills and practices - Student-centred values

Competency standard C3: Promote quality and equity in education for all students	
Minimum requirements	Indicators
C3.1 Demonstrate a high regard for each student's right to education and treat all students fairly	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
C3.2 Demonstrate respect for diversity of students and the belief that all children can learn	C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher
C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship.	C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities

Domain D: Professional Growth and Development

This domain deals with teachers' continuing professional growth and development. It incorporates teachers' habits, motivation and actions related to their on-going learning and professional improvement. It advocates the importance of all teachers being aware of their role as leaders within the community and highlights the need for active research to support teachers' classroom performance and continuing professional development.

Area of Competence: Professional growth and development - Reflective practices

Competency standard D1: Reflect on own teaching practice	
Minimum requirements	Indicators
D1.1 Use evidence of students' learning to reflect on own teaching practice	D1.1.1 Use information from a variety of sources to improve teaching practice and student learning D1.1.2 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher

Area of Competence: Professional growth and development - Collaborative learning

Competency standard D2: Engage with colleagues in improving teaching practice	
Minimum requirements	Indicators

D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors, colleagues and accept feedback positively D2.1.2 Participate in professional development activities related to implementation of the curriculum D2.1.3 Establish goals for own professional development as a teacher D2.1.4 Participate in professional activities conducted by recognised professional associations

Area of Competence: Professional growth and development - Initiative for research culture

Competency standard D3: Participate in professional learning to improve teaching practice	
Minimum requirements	Indicators
D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	D3.1.1 Identify relevant research to support teaching and learning D3.1.2 Seek information on current trends and research-based practices in primary education and for specific subjects taught

Annex 3: Lower Secondary Teachers – Beginning Level

Domain A: Professional Knowledge and Understanding

This domain centres on the information that teachers should know and be able to demonstrate. It encompasses the knowledge required for teaching different ages and stages and level-appropriate subject content competency. Inherent in any focus on subject competency is the necessity to understand how students learn and how they can be effectively taught in the key learning areas. Underpinning all competency standards in this domain is knowledge of educational policy and school curricula for Myanmar, its aims and objectives and developments.

Area of Competence: Professional knowledge and understanding – Educational science

Competency standard A1: Know how students learn	
Minimum requirements	Indicators
A1.1 Demonstrate understanding of different theories of how students learn relevant to their age	A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, and physical development
A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.1 Identify various teaching methods to help students with differing backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better A1.2.2 Prepare focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences

Area of Competence: Professional knowledge and understanding – Instructional technology

Competency standard A2: Know available instructional technology	
Minimum requirements	Indicators
A2.1 Demonstrate understanding of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning
A2.2 Demonstrate appropriate use of Information Communication Technology (ICT) in teaching and learning	A2.2.1 Describe strategies to support responsible, safe and relevant use of ICT for teaching and learning, including school or personal use A2.2.2 Describe how different technologies can make teaching and learning more effective

Area of Competence: Professional knowledge and understanding – Students, families, schools and communities

Competency standard A3: Know how to communicate well with students and their families	
Minimum requirements	Indicators
A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar	A3.1.1 Describe the role and five duties of Myanmar teachers as socially accepted norms
A3.2 Demonstrate understanding of the social, linguistic and cultural diversity of the students and their communities	A3.2.1 Be aware of the social and cultural background of students, parents, community elders and leaders when interacting with them A3.2.2 Give examples of strategies to support all students' participation and engagement in classroom activities

Area of Competence: Professional knowledge and understanding – Curriculum

Competency standard A4: Know the curriculum	
Minimum requirements	Indicators
A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the lower secondary curriculum for the subjects and grade level/s taught A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials A4.1.3 Describe the assessment principles underpinning the Lower Secondary curriculum

Area of Competence Educational knowledge and understanding – Subject matter

Competency standard A5: Know the subject content	
Minimum requirements	Indicators
A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s	A5.1.1 Describe key concepts, skills, techniques and applications for the subjects covered in the grade levels taught A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures A5.1.3 Link key concepts, principles and theories to real life applications to build discipline specific foundations and skills for different classes and grade levels taught
A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	A5.2.1 Describe ways to contextualise learning activities for the age, language, ability and culture of students to develop understanding of subject related principles, ideas and concepts A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes A5.2.3 Describe approaches to model the use of content specific language, technical terms and skills by providing examples of use

	in real life contexts

Domain B: Professional Skills and Practices

This domain deals with what teachers are able to do. The teachers' professional knowledge and understanding is complemented by possession of a repertoire of teaching strategies for different educational contexts to meet the needs of individual students as appropriate to different subject areas and stages of schooling.

Area of Competence: Professional skills and practices - Pedagogy

Competency standard B1: Teach curriculum content using various teaching strategies	
Minimum requirements	Indicators
B1.1 Demonstrate capacity to teach the curriculum related subject concepts and content	B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs B1.1.3 Encourage students' awareness of their own thought processes and use of reflection to build new understanding
B1.2 Demonstrate capacity to apply different strategies for teaching and learning	B1.2.1 Use teaching methods and learning strategies appropriate for the class –culture, size and type B1.2.2 Use knowledge of different literacy teaching strategies to support development of subject matter literacy B1.2.3 Create opportunities for students to practise subject specific skills and processes through practical activities
B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lesson to ensure all the lesson time is used effectively B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience B1.3.4 Use questioning techniques and visual examples, to introduce and illustrate concepts to be learnt

Area of Competence: Professional skills and practices - Assessment

Competency standard B2: Assess, monitor and report on students' learning	
Minimum requirements	Indicators
B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.1 Use assessment techniques as part of lessons to support students to achieve learning outcomes B2.1.2 Use assessment information to plan lessons B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback
B2.2 Demonstrate	B2.2.1 Record students learning progress accurately and

capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	consistently B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators

Area of Competence: Professional skills and practices - Classroom management

Competency standard B3: Create a supportive and safe learning environment for students		
Minimum requirements	Indicators	Practice examples
B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities B3.1.2 Encourage students to interact with each other and to work both independently and in teams B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety within the classroom and school	
B3.2.Demonstrate strategies for managing student behaviour	B3.2.1 Create, explain, display and enforce the agreed classroom rules and procedures to ensure student health and safety B3.2.2 Encourage students to interact with each other with mutual respect and safety B3.2.3 Learn to know each student's background and needs and interact regularly with all students B3.2.4 Encourage well-adjusted behaviour of students by collaborative teamwork and independent learning	

Area of Competence: Professional skills and practices - Communication

Competency standard B4: Work together with other teachers, parents, and community	
Minimum requirements	Indicators
B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students	B4.1.1 Speak positively to others about school culture and the lower secondary curriculum to promote understanding among parents B4.1.2 Describe strategies to promote parents' involvement in their child's learning at school, at home and in the community B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues, and accept feedback positively

Domain C: Professional Values and Dispositions

This domain refers to the ideas, values and beliefs that teachers hold about education, teaching and learning. It is underpinned by the values expressed in the Myanmar National Education Law and reflects the mutual understanding by teachers and the community about

the Myanmar teacher – Teach students to be disciplined, Teach and explain to your best, Teach everything known, Appreciate students and Stand up for students whenever needed, Teach to value the professional work of being a teacher. According to Myanmar tradition, in return, the community will respect teachers.

Area of Competence: Professional values and dispositions – Service to profession

Competency standard C1: Service to profession	
Minimum requirements	Indicators
C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher C1.1.2 Consistently display and express positive attitudes, values and behaviours expected of teachers by students, colleagues, parents and communities
C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher	C1.2.1 Identify theories and concepts that inform approaches to teaching and learning C1.2.2 Describes own approach to teaching and learning
C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school	C1.3.1 Take time to learn about the students culture, language and community
C1.4 Demonstrate responsibility and accountability for the use of education resources	C1.4.1 Use school supplies and resources appropriately

Area of Competence: Professional skills and practices - Service to community leadership

Competency standard C2: Service to community leadership	
Minimum requirements	Indicators
C2.1 Demonstrate commitment to serving the school and community as a professional member of the teaching profession	C2.1.1 Contribute actively to a range of school and community activities

Area of Competence: Professional skills and practices - Student-centred values

Competency standard C3: Promote quality and equity in education for all students	
Minimum requirements	Indicators

C3.1 Demonstrate a high regard for each student's right to education and treat all students fairly	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
C3.2 Demonstrate respect for diversity of students and the belief that all children can learn	C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher
C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship.	C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities

Domain D: Professional Growth and Development

This domain deals with teachers' continuing professional growth and development. It incorporates teachers' habits, motivation and actions related to their on-going learning and professional improvement. It advocates the importance of all teachers being aware of their role as leaders within the community and highlights the need for active research to support teachers' classroom performance and continuing professional development.

Area of Competence: Professional growth and development - Reflective practices

Competency standard D1: Reflect on own teaching practice	
Minimum requirements	Indicators
D1.1 Use evidence of students' learning to reflect on own teaching practice	D1.1.1 Use information from a variety of sources to improve teaching practice and student learning D1.1.2 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher

Area of Competence: Professional growth and development - Collaborative learning

Competency standard D2: Engage with colleagues in improving teaching practice	
Minimum requirements	Indicators
D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors, colleagues and accept feedback positively D2.1.2 Participate in professional development activities related to implementation of the curriculum D2.1.3 Establish goals for own professional development as a teacher D2.1.4 Participate in professional activities conducted by recognised professional associations

Area of Competence: Professional growth and development - Initiative for research culture

Competency standard D3: Participate in professional learning to improve teaching practice	
Minimum requirements	Indicators

D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	D3.1.1 Identify relevant professional learning material to improve own practice D3.1.2 Seek information on current trends and research based practices in lower secondary education and for specific subjects taught

Annex 4: Upper Secondary Teachers – Beginning Level

Domain A: Professional Knowledge and Understanding

This domain centres on the information that teachers should know and be able to demonstrate. It encompasses the knowledge required for teaching different ages and stages and level-appropriate subject content competency. Inherent in any focus on subject competency is the necessity to understand how students learn and how they can be effectively taught in the key learning areas. Underpinning all competency standards in this domain is knowledge of educational policy and school curricula for Myanmar, its aims and objectives and developments.

Area of Competence: Professional knowledge and understanding – Educational science

Competency standard A1: Know how students learn	
Minimum requirements	Indicators
A1.1 Demonstrate understanding of different theories of how students learn relevant to their age	A1.1.1 Give examples of how the students' cognitive, physical, social, emotional and moral development may affect their learning A1.1.2 Prepare learning activities to align with students' level of cognitive, linguistic, social, and physical development
A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs	A1.2.1 Identify various teaching methods to help students with differing backgrounds (gender, ethnicity, culture) and abilities, including special learning needs, learn better A1.2.2 Prepare focused and sequenced learning activities to assist students to link new concepts with their prior knowledge and experiences A1.2.3 Identify different subject specific teaching and learning strategies to motivate student learning

Area of Competence: Professional knowledge and understanding – Instructional technology

Competency standard A2: Know available instructional technology	
Minimum requirements	Indicators
A2.1 Demonstrate understanding of a variety of teaching and learning strategies and resources	A2.1.1 Plan learning experiences that provide opportunities for student collaboration, inquiry, problem-solving and creativity A2.1.2 Use teaching methods, strategies and materials as specified in the textbooks and additional low cost support materials, to support student learning
A2.2 Demonstrate appropriate use of Information Communication Technology (ICT) in teaching and learning	A2.2.1 Describe strategies to support responsible, safe and relevant use of ICT for teaching and learning, including school or personal use A2.2.2 Describe how different technologies can make teaching and learning more effective

Area of Competence: Professional knowledge and understanding – Students, families, schools and communities

Competency standard A3: Know how to communicate well with students and their families	
Minimum requirements	Indicators
A3.1 Demonstrate understanding of the role, and expected duties of teachers in Myanmar	A3.1.1 Describe the role and five duties of Myanmar teachers as socially accepted norms
A3.2 Demonstrate understanding of the social, linguistic and cultural diversity of the students and their communities	A3.2.1 Be aware of the social and cultural background of students, parents, community elders and leaders when interacting with them A3.2.2 Give examples of strategies to support all students participation and engagement in classroom activities

Area of Competence: Professional knowledge and understanding – Curriculum

Competency standard A4: Know the curriculum		
Minimum requirements	Indicators	
A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	A4.1.1 Describe key concepts, content, learning objectives and outcomes of the upper secondary curriculum for the subjects and grade level/s taught A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials A4.1.3 Describe the assessment principles underpinning the Upper Secondary curriculum	

Area of Competence Educational knowledge and understanding – Subject matter

Competency standard A5: Knows the subject content	
Minimum requirements	Indicators
A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s	A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught A5.1.2 Include in lessons accurate and relevant information, examples and exercises to support student learning of core subject content, skills and procedures A5.1.3 Link key concepts, principles and theories to real life applications to build discipline specific foundations and skills for different classes and grade levels taught
A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	A5.2.1 Describe ways to contextualise learning activities for the age, language, ability and culture of students to develop understanding of subject related principles, ideas and concepts A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes

	A5.2.3 Describe approaches to model the use of content specific language, technical terms and skills by providing examples of use in real life contexts

Domain B: Professional Skills and Practices

This domain deals with what teachers are able to do. The teachers' professional knowledge and understanding is complemented by possession of a repertoire of teaching strategies for different educational contexts to meet the needs of individual students as appropriate to different subject areas and stages of schooling.

Area of Competence: Professional skills and practices - Pedagogy

Competency standard B1: Teach curriculum content using various teaching strategies	
Minimum requirements	Indicators
B1.1 Demonstrate capacity to teach the curriculum related subject concepts and content	B1.1.1 Use different ways to explain the subject matter, related ideas and concepts to meet a range of learning abilities and intended learning outcomes B1.1.2 Select instructional material to link learning with students' prior knowledge, interests, daily life and local needs B1.1.3 Use a range of teaching and learning strategies and resources to promote authentic learning of discipline knowledge, for the subject(s) taught
B1.2 Demonstrate capacity to apply different strategies for teaching and learning	B1.2.1 Use teaching methods and learning strategies appropriate for the class –culture, size and type B1.2.2 Use knowledge of different literacy and numeracy teaching strategies to support development of subject matter literacy B1.2.3 Design authentic, challenging lessons to support students to practise subject specific skills and processes
B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience	B1.3.1 Plan and structure lesson to ensure all the lesson time is used effectively. B1.3.2 Provide lesson introductions to link new learning to prior learning, to engage students' interest and to motivate them in learning B1.3.3 Prepare focused and sequential learning experiences that integrate learning areas and are responsive to students' interests and experience B1.3.4 Use questioning techniques and visual examples, to introduce and illustrate new concepts and content to be learnt

Area of Competence: Professional skills and practices - Assessment

Competency standard B2: Assess, monitor and report on students' learning	
Minimum requirements	Indicators
B2.1 Demonstrate	B2.1.1 Use assessment techniques as part of lessons to support

capacity to monitor and assess student learning	students to achieve learning outcomes. B2.1.2 Use assessment information to plan lessons B2.1.3 Use questioning and discussion techniques to check students understanding and provide feedback
B2.2 Demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress	B2.2.1 Record students learning progress accurately and consistently B2.2.2 Use varied assessment practices to monitor and record students' learning progress and inform further planning of the curriculum B2.2.3 Communicate students' learning progress and achievement to students, parents and other educators

Area of Competence: Professional skills and practices - Classroom management

Competency standard B3: Create a supportive and safe learning environment for students		
Minimum requirements	Indicators	
B3.1 Demonstrate capacity to create a safe and effective learning environment for all students	B3.1.1 Use space and classroom materials and resources to ensure involvement of all students in learning activities B3.1.2 Encourage students to interact with each other and to work both independently and in teams B3.1.3 Model and promote good health and safety practices to ensure students' wellbeing and safety within the classroom and school	
B3.2. Demonstrate strategies for managing student behaviour	B3.2.1 Create, explain, display and enforce the agreed classroom rules and procedures to ensure student health and safety B3.2.2 Encourage students to interact with each other with mutual respect and safety B3.2 3 Learn to know each student's background and needs and interact regularly with all students B3.2.4 Encourage well-adjusted behaviour of students by collaborative teamwork and independent learning	

Area of Competence: Professional skills and practices - Communication

Competency standard B4: Work together with other teachers, parents, and community	
Minimum requirements	Indicators
B4.1 Demonstrate strategies for working together with other teachers, parents, and the local community to improve the learning environment for students	B4.1.1 Speak positively to others about school culture and the upper secondary curriculum to promote understanding among parents B4.1.2 Describe strategies to promote parents' involvement in their child's learning at school, at home and in the community B4.1.3 Seek colleagues' perspectives in attempting to respond to learning issues, and accept feedback positively

Domain C: Professional Values and Dispositions

This domain refers to the ideas, values and beliefs that teachers hold about education, teaching and learning. It is underpinned by the values expressed in the Myanmar National Education Law and reflects the mutual understanding by teachers and the community about the Myanmar teacher – Teach students to be disciplined, Teach and explain to your best, Teach everything known, Appreciate students and Stand up for students whenever needed, Teach to value the professional work of being a teacher. According to Myanmar tradition, in return, the community will respect teachers.

Area of Competence: Professional values and dispositions – Service to profession

Competency standard C1: Service to profession	
Minimum requirements	Indicators
C1.1 Demonstrate values and attitudes consistent with Myanmar's tradition of perceiving teachers as role models	C1.1.1 Comply with professional codes of conduct, rules and regulations in line with the five traditional responsibilities of the Myanmar teacher C1.1.2 Consistently display and express positive attitudes, values and behaviours expected of teachers by students, colleagues, parents and communities
C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher	C1.2.1 Identify theories and concepts that inform approaches to teaching and learning C1.2.2 Describes own approach to teaching and learning
C1.3 Demonstrate understanding of the possible effect of local culture and context on student participation in school	C1.3.1 Take time to learn about the students culture, language and community
C1.4 Demonstrate responsibility and accountability for the use of education resources	C1.4.1 Use school supplies and resources appropriately

Area of Competence: Professional skills and practices - Service to community leadership

Competency standard C2: Service to community leadership	
Minimum requirements	Indicators
C2.1 Demonstrate commitment to serving the school and community as a	C2.1.1 Contribute actively to a range of school and community activities

professional member of the teaching profession	

Area of Competence: Professional skills and practices - Student-centred values

Competency standard C3: Promote quality and equity in education for all students	
Minimum requirements	Indicators
C3.1 Demonstrate a high regard for each student's right to education and treat all students fairly	C3.1.1 Show awareness of the right to education of every child and a commitment to nurturing the potential in each student
C3.2 Demonstrate respect for diversity of students and the belief that all children can learn	C3.2.1 Organise the classroom to encourage all students' participation in the lesson content, activities and interactions with the teacher
C3.3 Demonstrate capacity to build students' understanding of different cultures and global citizenship	C3.3.1 Integrate concepts of sustainability, equality, justice and the rights and responsibilities of students into class and school activities

Domain D: Professional Growth and Development

This domain deals with teachers' continuing professional growth and development. It incorporates teachers' habits, motivation and actions related to their on-going learning and professional improvement. It advocates the importance of all teachers being aware of their role as leaders within the community and highlights the need for active research to support teachers' classroom performance and continuing professional development.

Area of Competence: Professional growth and development - Reflective practices

Competency standard D1: Reflect on own teaching practice	
Minimum requirements	Indicators
D1.1 Use evidence of students' learning to reflect on own teaching practice	D1.1.1 Use information from a variety of sources to improve teaching practice and student learning D1.1.2 Regularly reflect on a wide range of actions and experiences to identify areas for own continuous professional development as a teacher

Area of Competence: Professional growth and development - Collaborative learning

Competency standard D2: Engage with colleagues in improving teaching practice	
Minimum requirements	Indicators
D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities	D2.1.1 Discuss teaching practices with supervisors, colleagues and accept feedback positively D2.1.2 Participate in professional development activities related to implementation of the curriculum D2.1.3 Establish goals for own professional development as a teacher D2.1.4 Participate in professional activities conducted by recognised professional associations

Area of Competence: Professional growth and development - Initiative for research culture

Competency standard D3: Participate in professional learning to improve teaching practice	
Minimum requirements	Indicators
D3.1 Demonstrate understanding of the importance of inquiry and research-based learning to improve teaching practice	D3.1.1 Identify relevant professional learning material to improve own practice D3.1.2 Seek information on current trends and research based practices in upper secondary education and for specific subjects taught