

# National Professional Standards for accomplished primary teaching

## GLOSSARY

### WORK IN PROGRESS

**Accomplished specialist standards** – articulation of the high level professional knowledge, expertise and ethical commitment of exemplary teachers in a specialist area or principals

**Accomplished teaching** – highly proficient and successful teaching, recognised by the profession. Advanced teaching is used in a similar sense

**Advanced teaching** – see ‘accomplished teaching’

**Capabilities** – the discrete elements of knowledge and skills expected of teachers and school principals operating appropriately and effectively at a high level of expertise in the different settings in which they work

**Charter** – a high level statement of core values and commitment

**Context** – a set of circumstances that can influence the nature of the learning environment, such as geographic location, school size or student background.

**Descriptors of accomplishment** – elaboration of observable professional practice, illustrating the degree of accomplishment expected in each capability

**Endorse** – approve

**Professional standards** – articulation of what a profession believes its members should know and be able to do, based on values, the experience of highly regarded practitioners and research in the field. The national professional standards comprise three related components including the Charter for the Australian teaching profession, capabilities and descriptors of accomplishment.

**Standards** – a description of what teachers know and do

**Standards model** – a structure for national professional standards for advanced teaching and school leadership that sets out the key components and the relationship between them

**Validate** – establish the soundness of professional standards, so that they capture the nature of professional work appropriately, consistently and comprehensively

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