Teacher Competency Framework

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Introduction to the Teacher Competency Framework

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The EiM Teacher Competency Framework describes the competencies and practices of effective teaching and learning across the EiM family of schools. These competencies and associated descriptors have been developed by EiM teachers and are grounded in research with Dr Gerard Calnin from the University of Melbourne, who conducted the initial literature review. The framework is an overview of our pedagogical beliefs and provides the basis for teachers to both self-reflect on their teaching and for peers to provide evidence-based feedback and developmental suggestions. This framework will be embedded into all pedagogical processes across our family of schools including job descriptions, feedback loops, professional learning and goal setting. Thanks goes to all colleagues involved in this substantial piece of work.

Teacher Competencies

Learning can be enriched when it draws fluently on the affordances of digital technologies:

Ubiquitous Learning 〉 Active Knowledge Making 〉 Multi-modality 〉 Collaborative Intelligence 〉 Recursive Feedback 〉 Metacognition 〉 Differentiation

Content Knowledge

Competency	Learning Principles	Sub Domain	Rubric			
			Evolving	Embedding	Excelling	Leading
Content Knowledge	Learning is effective when it: • is relational. • has a clear purpose. • is adapted and applied. • is personalised.	Deep knowledge of curriculum and a flexible understanding of content and progression.	Teaching demonstrates: **Content:** A knowledge and understanding of the content. **Sequencing:** Knowledge of the curriculum requirements, and its sequencing. **Activities:** Knowledge of appropriate curriculum descriptions, assessments and activities. **Misconceptions:** Awareness of common student misconceptions in relation to the content.	Teaching demonstrates: **Content:** A thorough knowledge and understanding of the content. **Sequencing:** Knowledge of the curriculum requirements, its sequencing and dependencies. **Activities:** Knowledge of appropriate curriculum descriptions, assessments and activities, and an awareness of their diagnostic potential. **Misconceptions:** Awareness of many student strategies and misconceptions in relation to the content.	Teaching demonstrates: **Content:** A deep and fluent knowledge, and flexible understanding of the content. **Sequencing:** Knowledge of the curriculum requirements, and its sequencing and dependencies is integrated with content and ideas. **Activities:** Knowledge of appropriate curriculum descriptions, assessments and activities, and their diagnostic and didactic enhancement of student understanding. **Misconceptions:** Deep knowledge of student strategies, misconceptions, and sticking points in relation to concepts and content.	Teaching demonstrates: **Content:** A deep and fluent knowledge and flexible understanding of the content, and skill in interpreting it in novel ways, demonstrating how the subject-specific content may be connected to other subjects in an interdisciplinary way. **Sequencing:** Mastery of the curriculum requirements and its sequencing with dependencies thoroughly integrated with content and ideas, and with a broader understanding of how numerical progress is related to meaningful, life-long learning. **Activities:** Expert knowledge of appropriate curriculum descriptions, assessments and activities, and their diagnostic and didactic enhancement of student understanding. **Misconceptions:** Deep knowledge of student strategies, misconceptions, and sticking points and how to use these to accelerate understanding of concepts and content.
		Lessons have clear sequencing and learning intentions with goals that clarify what next steps and success look like.				
		Practice utilises appropriate description and a variety of activities and assessment techniques for diagnostic, formative, and summative purposes.				
		Differentiated instructional strategies and modalities indicate a deep knowledge of student misconceptions, challenges, and how they learn.				

Supportive Environment

Competency	Learning Principles	Sub Domain	Rubric			
			Evolving	Embedding	Excelling	Leading
Supportive Environment	Learning is effective when it: • is relational • has a clear purpose • is adapted and applied • is personalised	Practice builds constructive relationships between teacher-student and student-student, and views mistakes as collective learning opportunities to learn. Students build respectful relationships and experience effective collaboration, which activates intrinsic motivation. Lessons affirm diverse learners, prompting differentiated experiences and iterative feedback loops in a climate of trust and high expectations.	Teaching promotes: **Constructive:** Constructive student relationships based on mutual respect, and shows sensitivity to the culture and beliefs of students. **Respect:** Student-student relationships that are characterised by respect. **Motivate:** Targeted motivation for learners. **Expectations:** High challenge and high trust learners feel it is okay to try anything.	Teaching promotes: **Constructive:** Constructive student relationships that are based on mutual respect, care, empathy and warmth. **Respect:** student-student relationships that are characterised by respect and cooperation. **Motivation:** Leading learners to feel competence and autonomy. **Expectations:** High challenge and high trust learners feel it is okay to try anything; encouraging learners to attribute their success or failure to themselves.	Teaching promotes: **Constructive:** Student relationships based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students. **Respect:** Student-student relationships that are characterised by respect, trust, cooperation and care. **Motivation:** Leading learners to feel competence, autonomy and relatedness. **Expectations:** High challenge and high trust learners feel it is okay to try anything; encouraging learners to attribute their success or failure to things they can change.	Teaching promotes: **Constructive:** Student relationships based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students. Classes demonstrate a strong sense of collective identity and shared learning progress. **Respect:** Student-student relationships are characterised by respect, trust, cooperation and care. The teacher models and students show compassionate understanding of one another. Peer learning opportunities are fully utilised. **Motivation:** Leading learners to feel competence, autonomy and relatedness. Classes show confidence in their agency. **Expectations:** High challenge and high trust learners feel it is okay to try anything; encouraging learners to attribute their success or failure to things they can change. Students articulate next steps in their learning with confidence.

Maximising Learning

Competency	Learning Principles	Sub Domain	Rubric			
			Evolving	Embedding	Excelling	Leading
Maximising Learning	Learning is effective when it: • is relational • has a clear purpose • is adapted and applied • is personalised	Practice shows excellent time management focussed on maximising learner productivity through orderly learning and personalisation. Teaching anticipates and is responsive to classroom disruption whilst reinforcing positive behaviours. Practice promotes learner agency and is always aware of what is happening in the classroom.	Teaching promotes: **Time:** Some management of time to maximise student productivity. **Responses:** Responding to disruptive incidents. **Reinforcement:** Recognition of positive student behaviour. **Awareness:** Signalling appropriate awareness of what is happening in the classroom. **Agency:** Student autonomy and initiative fostering a supportive environment that promotes active engagement and ownership of learning.	Teaching promotes: **Time:** Occasional use of techniques and practices that maximise learning and minimise time off-task. **Responses:** Responding to potential disruptions to learning. **Reinforcement:** Recognition and acknowledgement of positive student behaviour. **Awareness:** Signalling awareness of what is happening in the classroom and responding appropriately. **Agency:** A classroom culture that values student agency actively involves students in the planning and assessment processes.	Teaching promotes: **Time:** Conscious use of techniques and practices that consistently maximises learning by minimising time off-task. **Responses:** Prevention and responding to possible disruptions to learning. **Reinforcement:** Consistent recognition and acknowledgement of positive student behaviour. **Awareness:** Consistently signalling awareness of what is happening in the classroom, and consistently responding appropriately. **Agency:** Effectively scaffolds students self-regulation and reflection skills, creating an inclusive and collaborative learning community that encourages students to pursue their passions and interests.	Teaching promotes: **Time:** Sophisticated and strategic use of techniques and practices that always maximise learning by minimising time off-task. **Responses:** Prevention, anticipation and responding to all potential disruptions to learning. **Reinforcement:** Consistent and strategic recognition and acknowledgement of any positive student behaviour. **Awareness:** Strategically signalling awareness of what is happening in the classroom, and consistently responding appropriately. **Agency:** Actively advocates for learner agency within their educational community, sharing best practices, mentoring colleagues, and seeking opportunities to drive systemic change that supports student empowerment and autonomy.

Activating Thinking

Competency	Learning Principles	Sub Domain	Rubric			
			Evolving	Embedding	Excelling	Leading
Activating Thinking	Learning is effective when it: • is relational • has a clear purpose • is adapted and applied • is personalised	Use open-ended questioning and scaffolding to ensure a gradual transfer of responsibility to learners so they generate deep questions.	Teaching demonstrates: **Questioning:** Presenting new ideas using questions and dialogue to promote elaboration among learners. **Interacting:** Responding appropriately to feedback from students about their thinking, knowledge, and understanding. **Embedding:** Giving students tasks that embed and reinforce learning, and requiring them to practise until learning is fluent. **Activating:** Helping students to plan, regulate and monitor their own learning.	Teaching demonstrates: **Questioning:** Presenting new ideas using questions and dialogue to promote elaboration and connected thinking among learners. **Interacting:** Responding appropriately to feedback from students about their thinking, knowledge. understanding, and occasionally giving students feedback to guide their learning. **Embedding:** Giving students occasional tasks to embed learning, requiring them to practise learning until fluent and secure. Ensuring learnt material is revisited. **Activating:** Helping students to plan, regulate and monitor their own learning. Also, some awareness of progress from structured to independent learning.	Teaching demonstrates: **Questioning:** Presenting new ideas using questions and dialogue to promote elaboration and connected thinking among learners. Practiced use of assessment to evidence learning, and an ability to respond to such evidence appropriately. **Interacting:** Responding appropriately to feedback from students about their thinking, knowledge. understanding. Consistently giving students actionable feedback to guide their learning. **Embedding:** Consistently giving students tasks to embed learning, requiring them to practise learning until fluent and secure. Ensuring learnt material is revisited and critically reviewed. **Activating:** Helping students to plan, regulate and monitor their own learning. Clear awareness of progress from structured to independent learning as students develop knowledge.	Teaching demonstrates: **Questioning:** Presenting new ideas using questions and dialogue strategically to enhance connected thinking among learners. Practiced use of high-quality and iterative assessment to evidence learning, and an ability to respond to such evidence appropriately. **Interacting:** Responding strategically to reflections from students about their thinking, knowledge and understanding. Strategically using student feedback to guide learning in a recursive and co-designed manner. **Embedding:** Always giving students tasks that embed learning and requiring practise to secure learning and enhance fluency. Ensuring learnt material is continually revisited and critically reviewed. **Activating:** Helping students to plan, regulate and monitor their own learning. Consistently enabling progress from structured to independent learning as students develop knowledge. Also, practice recognises when students show expertise.
		Use feedback as a tool for student interaction between technology, peers, self, external experts and teacher to support student growth.				
		Scaffold differentiated tasks and modalities to make learning visible and embed metacognitive awareness and activate learner agency.				

Acknowledgments

Thanks to those responsible for the development of the EiM Teacher Competency Framework:

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