CENTA STANDARDS

for

Teacher Certification

Version 2.0 – 2016

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CENTA Standards - 2016

Overview

Centre for Teacher Accreditation (CENTA) aims to empower teachers and catalyze teacher professional development through high quality certificates that can help create a career pathway for the profession and connect outstanding teachers to great opportunities. The CENTA Standards form the basis for the CENTA Certificates. The CENTA Standards are a well-defined set of expectations for teachers at different stages of their careers, have been developed through a rigorous process and are meant to evolve continuously.

The CENTA Standards correspond to the *three levels of the CENTA Certificates*:

a) *L1: New Teacher*. Typically relevant for teachers who are in the early stages of their career or are yet to begin their professional career.

b) *L2: Experienced Teacher*. Typically relevant for teachers with 3-10 years of experience, who are able to enrich their teaching based on their own experiences and other inputs.

c) *L3: Senior Teacher*. Typically relevant for teachers with more than 10 years of experience; such teachers may often be in a position to assume the role of a specialist teacher in their chosen subject/grade level or a coach where they mentor other teachers or a leader in the School or beyond.

The CENTA Standards cover: (A) 'Competencies', and (B) 'Mindsets'.

The *'Competencies'* section of the CENTA Standards covers three categories of competencies for Teachers:

a) **Technical Competencies**: Competencies specific to teaching as a profession.

b) **Core Competencies**: Fundamental competencies of an individual.

c) **Professional Competencies**: Competencies relevant for effective interactions in a professional environment.

Each category has multiple competencies, with each *'competency'* having one or more *'aspects'* associated with it. For each aspect, standards have been defined for each of L1, L2 and L3 through specific *'descriptors'* highlighting the competency expectations from the teachers of the respective level.

The **'Mindsets'** section of the CENTA Standards covers attitudes and beliefs. The assessment towards the CENTA Certificates currently looks at these only in a limited and experimental manner, whereas the Competencies are assessed in detail and form the basis for the Certification.

Design Philosophy

The development of the CENTA Standards is guided by a 'Design Philosophy' which has '***high quality education for the child'*** at its core. Thus, the **five design principles**, on which the CENTA Standards are based, are**: system-agnostic, equitable, holistic, contextual and forward-looking**. Each of these five principles is explained below.

- ▪ The Standards are ***broad-based considering teacher competencies needed for high quality education***. They are not linked to any specific teaching methodologies or specific philosophies of child development, though inspired by many relevant ones. They are ***not linked to any specific***

board or syllabus; certain aspects of the certification (e.g. subject knowledge) shall be aligned with themes typically covered in the subject for the chosen grade levels.

- *The quality of teaching that a student receives should be consistent irrespective of the teacher's career stage* (L1/L2/L3). To ensure this, the Standards are defined keeping in mind the *different levels of support needed for teachers at different career stages.* In that context, for example, one time inputs can be supported but day-to-day delivery cannot be supported too much; L1 Standards are defined keeping such considerations in mind.

- The Standards *promote holistic development and overall excellence for every child*. This refers to aspects such as developing various interests and positive traits among students, helping students learn to learn, and enhancing students' creative and innovative potential. The Standards state competency and mindset expectations of teachers to inculcate such aspects in students.

- The Standards set teaching expectations to make *learning contextual to a child's growing environment, specific needs and learning models*. This is reflected in setting an expectation to bring in the historical, cultural and social context of children in the instruction planning and delivery, and adapting teaching to child specific needs and learning models to be inclusive of all children.

- The Standards are *forward looking* in their expectation of teaching towards an education which is pertinent for the societal and economic setting of the future. The Standards expect teachers to inculcate in students, skills and knowledge which are forward looking, as well as use tools technology, which support this.

Guidelines followed for writing the CENTA Standards

While the Design Philosophy focuses on *'high quality education for the child'*, the writing guidelines *focus on* '**professional development and career growth for the teacher'**. They address questions such as how the standards can be used for teacher progression, how the standards will be tested, how the standards can lead to professional development and career opportunity, and so on.

- The Standards define *'expected teacher competency' at different career stages* i.e. L1 (New teacher), L2 (Experienced teacher) and L3 (Senior teacher). The Standards *are not written as Performance Standards;* that is, they should not be used to categorize teachers as good or bad but only used to assess and certify teachers meeting the competency expectations of any particular level of the CENTA Certification.

- The Standards have been *defined commonly for subject-grade combinations* of classes I to XII. Differences in competency expectations by grade and/or subject will currently be met through the testing model.

- L1 Standards are defined such that they *do not need much 'experience'*. The step-up from L1 to L2 Standards is with respect to *'practice'*, while L3 Standards additionally focus on *'research and innovation, coaching and leadership'.* It is also expected that the ability to customize one's teaching to different segments of children increases with level.

- Best efforts have been made to define the Standards in a manner that they can be *measured in an objective manner*, free of prejudices of individual assessors. This will be refined further over time. Feedback to ensure validity of the Standards and their correlation to teacher effectiveness is crucial and will be done through collation of feedback from different people in the field as well as on the basis of research.

Process followed for development of the CENTA Standards

The First Version (Version 1.0) of the CENTA Standards, which was published in August 2015, was developed using a combination of top-down and bottom-up approaches, wherein CENTA conducted secondary research of various well-known standards across the globe, interviewed a large number of stakeholders in India and combined the same with its own experience and thought process, to do a bottom-up development of the Draft CENTA Standards. This was further fine-tuned based on the feedback received from 100+ stakeholders (teachers, principals, teacher educators, academics, other leaders in education and so on), leading to Version 1.0.

The current document is the **Second Version (Version 2.0 – 2016)** of the CENTA Standards, revised based on CENTA's on-the-ground experience as well as the feedback from multiple stakeholders since the first version was published.

Going forward, the Standards will continue to be fine-tuned based on empirical data from the CENTA Certificates, feedback from stakeholders as well as on-going evolution in the educational landscape of the country leading to shift in expectations from teachers. This process of revision shall ensure that the Standards drive the ***acceptance of the CENTA certificates in schools*** of various kinds as a marker of high-quality teaching, by incorporating school management and school leadership inputs.

In case you would like to provide your inputs on the CENTA Standards, please write to us at team@centa.org. Further inputs will be taken into consideration for our next Version.

Snapshot of the CENTA Standards framework:

COMPETENCIES	ASPECTS				
Technical Competencies					
T1- Subject Expertise	T1.1- Knowledge	T1.2- Concept and Linkages	T1.3- Application	T1.4- Purpose	
T2- Pedagogical Content Knowledge (PCK)	T2.1- Pedagogical Methods	T2.2- Assessment Methods	T2.3- Sequence and Linkages		
T3- Understanding of Child Learning, Pedagogy and Classroom Management	T3.1- Learning Theories and Growth Stages	T3.2- Learner Diversity	T3.3- Pedagogy	T3.4- Classroom Management Techniques	
T4- Planning for Instruction	T4.1- Learning Objectives	T4.2- Lesson Plan	T4.3- Resource Plan	T4.4- Overall Plan	
T5- Assessment	T5.1- Purpose	T5.2- Methods and Tools	T5.3 Insights		
T6- Technology in Education	T6.1- Computer Literacy	T6.2- Technology Usage and Understanding	T6.3- Technology Purpose		
T7- Delivery of Instruction (actual teaching)	T7.1- Methodology	T7.2- Contextualisation	T7.3- Involvement and Pace	T7.4- Respect in Interaction	T7.4- Positive Reinforcement and Strengths Identification
Core Competencies					
C1- Problem Solving Ability	C1.1- Logic	C1.2- Analytical Thinking and Structuring	C1.3- Perseverance		
C2- Verbal and Written Communication	C2.1- Comprehension	C2.2- Expression Clarity and Structure	C2.3- Language	C2.4- Sensitivity	
C3- Work Planning & Time Management	C3.1- Work Planning				
Professional Competencies					
P1- Teamwork and Leadership	P1.1- Teamwork	P1.2- Leadership			
P2- Interaction with Parents and Community	P2.1- Involvement	P2.2- Contribution to Child Learning			
P3- Self Development	P3.1- Professional Development	P3.2- Reflection			
P4- Understanding of Policies and Student Safety	P4.1- Knowledge	P4.2- Compliance	P4.3- Development		
Mind-sets					
M1- Student-centred mindset, with belief in Holistic Development	M1.1- Student-centred Mind-set	M1.2- Holistic Development	M1.3- Social Context		
M2- Belief in all Students	M2.1- Strive for Excellence	M2.2- Positive Reinforcement	M2.3- Diversity		
M3- Parent and Community Involvement	M3.1- Engagement				
M4- Initiative and Drive	M4.1- Proactiveness	M4.2- Drive	M4.3- Rigour		

Detailed View of the CENTA Standards:

Please Note:
- **Orange Font: Expectations from ALL Levels**
- **Green Font: Additional expectations from L2 and L3 levels**
- **Blue Font: Additional expectations from L3 level**

Section A: COMPETENCIES

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS [CENTA L1 level Certification]	EXPERIENCED TEACHER STANDARDS [CENTA L2 level Certification]	SENIOR TEACHER STANDARDS [CENTA L3 level Certification]
Technical Competencies				
T1 Subject Expertise	**T1.1 Knowledge**	Shows knowledge of content and procedures of the chosen subject.	Shows knowledge of content and procedures of the chosen subject.	Shows knowledge of content and procedures of the chosen subject.
				Shows knowledge of common developments related to the subject, which are beyond the text book.
	T1.2 Concept and Linkages	Shows conceptual understanding of the content for the chosen subject, for the chosen age group.	Shows conceptual understanding of the content for the chosen subject, for the chosen age group.	Shows conceptual understanding of the content for the chosen subject, for the chosen age group.
			Shows conceptual understanding of the content for a few senior and junior age groups as well.	Shows conceptual understanding of the content for a few senior and junior age groups as well.
				Shows understanding of the relationship among different topics and subjects.
	T1.3 Application	Shows ability to relate relevant topics of the chosen subject with real-life examples.	Shows ability to relate relevant topics of the chosen subject with real-life examples.	Shows ability to relate relevant topics of the chosen subject with real-life examples.

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		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
			Shows ability to explain the linkage between various concepts and their real-life use.	Shows ability to explain the linkage between various concepts and their real-life use.
	T1.4 Purpose	Shows knowledge of the purpose of content in the chosen subject and the competencies and thinking skills that this content develops.	Shows knowledge of the purpose of content in the chosen subject and the competencies and thinking skills that this content develops.	Shows knowledge of the purpose of content in the chosen subject and the competencies and thinking skills that this content develops.
T2 Pedagogical Content Knowledge (PCK)	T2.1 Pedagogical Methods	Shows understanding of and ability to apply content-specific pedagogical methods and subject-specific pedagogical resources.	Shows understanding of and ability to apply content-specific pedagogical methods and subject-specific pedagogical resources.	Shows understanding of and ability to apply content-specific pedagogical methods and subject-specific pedagogical resources.
	T2.2 Assessment Methods	Shows ability to derive insight from assessment on student misconceptions on subject-specific topics.	Shows ability to derive insight from assessment on student misconceptions on subject-specific topics.	Shows ability to derive insight from assessment on student misconceptions on subject-specific topics.
			Shows knowledge of assessment methods in terms of appropriateness for the specific topic and purpose of testing.	Shows knowledge of assessment methods in terms of appropriateness for the specific topic and purpose of testing.
	T2.3 Sequence and Linkages		Shows understanding of the relationship among different topics of the academic discipline, in terms of order of teaching and concept linkages.	Shows understanding of the relationship among different topics of the academic discipline, in terms of order of teaching and concept linkages.
T3 Understanding of Child	T3.1 Learning Theories and	Shows understanding of theories on the way children learn, how they make learning connections with age, and growth stages.	Shows understanding of theories on the way children learn, how they make learning connections with age, and growth stages.	Shows understanding of theories on the way children learn, how they make learning connections with age, and growth stages.

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
Learning, Pedagogy and Classroom Management	Growth Stages			Shows knowledge of common developments related to learning theories and growth stages.
	T3.2 Learner Diversity	Shows understanding of diversity in learning patterns (e.g. special learning needs, majority learning patterns, gifted and talented learning) and knowledge of the common methods which fit different learning patterns.	Shows understanding of diversity in learning patterns (e.g. special learning needs, majority learning patterns, gifted and talented learning) and knowledge of the common methods which fit different learning patterns.	Shows understanding of diversity in learning patterns (e.g. special learning needs, majority learning patterns, gifted and talented learning) and knowledge of the common methods which fit different learning patterns.
	T3.3 Pedagogy	Shows understanding of a range of pedagogical methods (activity based learning, peer to peer learning, ICT based teaching, role play, creative elements such as music, dance, theatre, story-telling).	Shows understanding of a range of pedagogical methods (activity based learning, peer to peer learning, ICT based teaching, role play, creative elements such as music, dance, theatre, story-telling).	Shows understanding of a range of pedagogical methods (activity based learning, peer to peer learning, ICT based teaching, role play, creative elements such as music, dance, theatre, story-telling).
				Shows knowledge of common developments related to pedagogical methods.
	T3.4 Classroom Management Techniques	Shows understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity in learning needs etc.; e.g. grouping.	Shows understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity in learning needs etc.; e.g. grouping.	Shows understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity in learning needs etc.; e.g. grouping.
T4 Planning for	T4.1 Learning	Shows understanding of the components of a well-written learning objective and the	Shows understanding of the components of a well-written learning objective and the	Shows understanding of the components of a well-written learning objective and the

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
Instruction	Objectives	purpose of each component.	purpose of each component.	purpose of each component.
			Shows ability to create learning objectives for a given topic/sub-topic.	Shows ability to create learning objectives for a given topic/sub-topic.
			Shows ability to create learning objectives that keep in view holistic development of children (beyond just the specific learning from the topic).	Shows ability to create learning objectives that keep in view holistic development of children (beyond just the specific learning from the topic).
	T4.2 Lesson Plan	Shows knowledge of the components of a lesson plan and the process for creating a good lesson plan.	Shows knowledge of the components of a lesson plan and the process for creating a good lesson plan.	Shows knowledge of the components of a lesson plan and the process for creating a good lesson plan.
		Shows ability to create an appropriate lesson plan for given learning objective.	Shows ability to create an appropriate lesson plan for given learning objective.	Shows ability to create an appropriate lesson plan for given learning objective.
			Shows ability to identify and include in the lesson plan the pedagogical methods which are relevant for students based on current levels of understanding.	Shows ability to identify and include in the lesson plan the pedagogical methods which are relevant for students based on current levels of understanding.
				Shows ability to fine-tune and develop differentiated plans for different (groups of) students, according to their needs.
				Shows ability to help other teachers create lesson plans, based on a quick understanding of their classroom situations.

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
	T4.3 Resource Plan		Shows ability to select the most appropriate resource, keeping in mind both the lesson plan and the classroom context.	Shows ability to select the most appropriate resource, keeping in mind both the lesson plan and the classroom context.
			Shows ability to modify a lesson plan to suit the constraint of available resources.	Shows ability to modify a lesson plan to suit the constraint of available resources.
	T4.4 Overall Plan			Shows ability to develop an Overall Plan for the year to meet the academic objectives of the curriculum and learning goals.
T5 Assessment	**T5.1 Purpose**	Shows understanding of different purposes of assessment e.g. formative, summative, etc.	Shows understanding of different purposes of assessment e.g. formative, summative, etc.	Shows understanding of different purposes of assessment e.g. formative, summative, etc.
	T5.2 Methods and Tools	Shows knowledge and understanding of the various methods and tools used commonly for student assessment (e.g. written test, viva, presentation, class interaction, etc.).	Shows knowledge and understanding of the various methods and tools used commonly for student assessment (e.g. written test, viva, presentation, class interaction, etc.).	Shows knowledge and understanding of the various methods and tools used commonly for student assessment (e.g. written test, viva, presentation, class interaction, etc.).
				Shows knowledge and understanding of technical principles of high quality assessment design.
				Shows knowledge of common developments related to student assessment.

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
	T5.3 Insight	Shows knowledge and understanding of common processes to draw insight from student assessment.	Shows knowledge and understanding of common processes to draw insight from student assessment.	Shows knowledge and understanding of common processes to draw insight from student assessment.
		Shows ability to analyze data and draw insights from assessments on basic general topics.	Shows ability to analyze data and draw insights from assessments on basic general topics.	Shows ability to analyze data and draw insights from assessments on basic general topics.
				Shows ability to help other teachers draw insights using data from their classrooms and suggest changes in teaching method/ focus.
T6 Technology in Education	**T6.1 Computer Literacy**	Shows ability to use computers at a basic level e.g. creating documents, arranging files in folders, using email.	Shows ability to use computers at a basic level e.g. creating documents, arranging files in folders, using email.	Shows ability to use computers at a basic level e.g. creating documents, arranging files in folders, using email.
	T6.2 Technology Usage and Understanding	Shows ability to use common tools in the various areas of technology in education.	Shows ability to use common tools in the various areas of technology in education.	Shows ability to use common tools in the various areas of technology in education.
			Shows ability to differentiate between different ICT resources to use what is most optimal for a classroom and learning objective.	Shows ability to differentiate between different ICT resources to use what is most optimal for a classroom and learning objective.
	T6.3 Technology Purpose		Shows knowledge of different technologies and ICT resources in the areas of: (i) managing and structuring work, e.g. tracking student work, parent interaction,	Shows knowledge of different technologies and ICT resources in the areas of: (i) managing and structuring work, e.g. tracking student work, parent interaction,

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS [CENTA L1 level Certification]	EXPERIENCED TEACHER STANDARDS [CENTA L2 level Certification]	SENIOR TEACHER STANDARDS [CENTA L3 level Certification]
			student communication; (ii) teaching tools and resources, e.g. use of smartboards, gamification, videos; (iii) inculcating technology capability in students, e.g. use of online resources for knowledge acquisition, responsible technology use, collaboration.	student communication; (ii) teaching tools and resources, e.g. use of smartboards, gamification, videos; (iii) inculcating technology capability in students, e.g. use of online resources for knowledge acquisition, responsible technology use, collaboration.
T7 Delivery of Instruction (actual teaching)	T7.1 Methodology	Shows ability to teach the topic using appropriate teaching methods and tools (including relevant creative elements e.g. music, story-telling, role play), with a clear structure and aligned with learning objectives.	Shows ability to teach the topic using appropriate teaching methods and tools (including relevant creative elements e.g. music, story-telling, role play), with a clear structure and aligned with learning objectives.	Shows ability to teach the topic using appropriate teaching methods and tools (including relevant creative elements e.g. music, story-telling, role play), with a clear structure and aligned with learning objectives.
			Shows ability to adapt the methodology to the learning levels of the class in that topic.	Shows ability to adapt the methodology to the learning levels of the class in that topic.
				Shows ability to regularly adapt own methodology to incorporate implicit student feedback and ensure high quality learning.
				Shows ability to suggest/ demonstrate relevant methodologies to other teachers, based on an understanding of their classroom situations.
	T7.2	Shows ability to teach with examples that the class can relate	Shows ability to teach with examples that the class can relate	Shows ability to teach with examples that the class can relate

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		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
	Contextualisation	to and therefore contextualize the lesson plan.	to and therefore contextualize the lesson plan.	to and therefore contextualize the lesson plan.
			Shows ability to leverage classroom situations and student experiences to create 'live' examples, scenarios and discussions for various topics, as and when relevant.	Shows ability to leverage classroom situations and student experiences to create 'live' examples, scenarios and discussions for various topics, as and when relevant.
	T7.3 Involvement and Pace	Shows ability to spend the time of the class productively.	Shows ability to spend the time of the class productively.	Shows ability to spend the time of the class productively.
		Shows ability to involve the class with discussions and questions and answers, make learning participatory and maintain classroom energy.	Shows ability to involve the class with discussions and questions and answers, make learning participatory and maintain classroom energy.	Shows ability to involve the class with discussions and questions and answers, make learning participatory and maintain classroom energy.
			Shows ability to involve all children, addressing diversity in learning needs, and including those who are disengaged.	Shows ability to involve all children, addressing diversity in learning needs, and including those who are disengaged.
				Shows ability to regularly modify style and pace as needed, to ensure continuous involvement of all children.
	T7.4 Respect in Interaction	Interacts with students with warmth and respect, and commands respect towards self.	Interacts with students with warmth and respect, and commands respect towards self.	Interacts with students with warmth and respect, and commands respect towards self.
			Shows ability to address and leverage dissent in the classroom constructively.	Shows ability to address and leverage dissent in the classroom constructively.

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS [CENTA L1 level Certification]	EXPERIENCED TEACHER STANDARDS [CENTA L2 level Certification]	SENIOR TEACHER STANDARDS [CENTA L3 level Certification]
	T7.5 Positive Reinforcement and Strengths Identification	Observes individual strengths in students and displays positive reinforcement towards students.	Observes individual strengths in students and displays positive reinforcement towards students.	Observes individual strengths in students and displays positive reinforcement towards students.
CORE COMPETENCIES				
C1 Problem Solving Ability	C1.1 Logic	Shows fundamental logical ability; e.g. ability to recognize patterns, linkages.	Shows fundamental logical ability; e.g. ability to recognize patterns, linkages.	Shows fundamental logical ability; e.g. ability to recognize patterns, linkages.
	C1.2 Analytical Thinking and Structuring	Shows ability to break down problems, identify cause and effect relationships and make inferences.	Shows ability to break down problems, identify cause and effect relationships and make inferences.	Shows ability to break down problems, identify cause and effect relationships and make inferences.
	C1.3 Perseverance	Shows ability to focus on goals through techniques such as breaking them into sub-goals, re-defining the goal etc.	Shows ability to focus on goals through techniques such as breaking them into sub-goals, re-defining the goal etc.	Shows ability to focus on goals through techniques such as breaking them into sub-goals, re-defining the goal etc.
		Shows focus towards quality and getting into sufficient level of detail for a given task.	Shows focus towards quality and getting into sufficient level of detail for a given task.	Shows focus towards quality and getting into sufficient level of detail for a given task.
			Shows ability to try multiple approaches to a problem, through techniques such as removing boundary constraints, analyzing analogies etc.	Shows ability to try multiple approaches to a problem, through techniques such as removing boundary constraints, analyzing analogies etc.
				Shows judgement in converging from multiple problem-solving approaches to a decision.

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
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C2 Verbal and Written Communication	**C2.1 Comprehension**	Shows ability to interpret and extract relevant information from verbal and written communication.	Shows ability to interpret and extract relevant information from verbal and written communication.	Shows ability to interpret and extract relevant information from verbal and written communication.
	C2.2 Expression Clarity and Structure	Shows ability to express a thought clearly in verbal and written communication.	Shows ability to express a thought clearly in verbal and written communication.	Shows ability to express a thought clearly in verbal and written communication.
			Shows structure in verbal and written communication.	Shows structure in verbal and written communication.
	C2.3 Language	Shows ability to use correct language including sentence structure, in verbal and written communication.	Shows ability to use correct language including sentence structure, in verbal and written communication.	Shows ability to use correct language including sentence structure, in verbal and written communication.
	C2.4 Sensitivity	Shows sensitivity to classroom situations, in verbal and written communication.	Shows sensitivity to classroom situations, in verbal and written communication.	Shows sensitivity to classroom situations, in verbal and written communication.
C3 Work Planning and Time Management	**C3.1 Work Planning**	Is punctual and able to fit one's activities into a schedule.	Is punctual and able to fit one's activities into a schedule.	Is punctual and able to fit one's activities into a schedule.
			Shows ability to plan time, prioritise and sequence activities, and respond to dynamic situations.	Shows ability to plan time, prioritise and sequence activities, and respond to dynamic situations.
				Helps peers and less experienced teachers to plan time, prioritise and sequence activities, and respond to dynamic situations.

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS [CENTA L1 level Certification]	EXPERIENCED TEACHER STANDARDS [CENTA L2 level Certification]	SENIOR TEACHER STANDARDS [CENTA L3 level Certification]
PROFESSIONAL COMPETENCIES				
P1 Teamwork and Leadership	**P1.1 Teamwork**	**Shares new learning readily with colleagues in informal settings and staffroom meetings.**	**Shares new learning readily with colleagues in informal settings and staffroom meetings.**	**Shares new learning readily with colleagues in informal settings and staffroom meetings.**
		Shows ability to work in teams including interacting constructively with peers and following team decisions and norms as relevant.	**Shows ability to work in teams including interacting constructively with peers and following team decisions and norms as relevant.**	**Shows ability to work in teams including interacting constructively with peers and following team decisions and norms as relevant.**
		Receives professional feedback well.	**Receives professional feedback well.**	**Receives professional feedback well.**
			Gives feedback to others constructively.	**Gives feedback to others constructively.**
				Takes initiative to share learning in more formal settings; e.g. conducting workshops, codifying practices, speaking in conferences, etc.
				Has understanding of best practices for collaboration, teamwork and professional feedback.
	P1.2 Leadership	**Shows ability to lead one's own classroom; e.g. setting standards and goals for the class, creating belief among students, role modelling positive behaviours, etc.**	**Shows ability to lead one's own classroom; e.g. setting standards and goals for the class, creating belief among students, role modelling positive behaviours, etc.**	**Shows ability to lead one's own classroom; e.g. setting standards and goals for the class, creating belief among students, role modelling positive behaviours, etc.**

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
			Shows ability to lead teams or groups in organization activity as well as in teaching-learning activity through decision-making, consensus-building, conflict resolution etc.	Shows ability to lead teams or groups in organization activity as well as in teaching-learning activity through decision-making, consensus-building, conflict resolution etc.
				Shows ability to coach less experienced teachers in a constructive and impactful manner.
				Has understanding of best practices for leadership and coaching.
P2 Interaction with Parents and Community	P2.1 Involvement	Shows understanding of parental and community engagement, in terms of both its importance to a child's development and common approaches used.	Shows understanding of parental and community engagement, in terms of both its importance to a child's development and common approaches used.	Shows understanding of parental and community engagement, in terms of both its importance to a child's development and common approaches used.
			Shows ability to engage with, respect and include parents from all socio-economic contexts.	Shows ability to engage with, respect and include parents from all socio-economic contexts.
			Shows ability to engage with the community.	Shows ability to engage with the community.
				Shows ability to develop and lead parent and community engagement activities at an overall school level; e.g. identify capabilities that parents can bring, build policies for parental

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
				engagement, etc.
	P2.2 Contribution to Child Learning	Shows ability to convey the status, trajectory and progress of the child to parents at appropriate intervals.	Shows ability to convey the status, trajectory and progress of the child to parents at appropriate intervals.	Shows ability to convey the status, trajectory and progress of the child to parents at appropriate intervals.
			Shows ability to co-develop plans for the child's learning, with parents, by taking input, collaborating, counselling etc.	Shows ability to co-develop plans for the child's learning, with parents, by taking input, collaborating, counselling etc.
P3 Self Development	P3.1 Professional Development	Shows focus on improving one's own competencies; e.g. through reading, attending trainings, etc.	Shows focus on improving one's own competencies; e.g. through reading, attending trainings, etc.	Shows focus on improving one's own competencies; e.g. through reading, attending trainings, etc.
				Shows on-going engagement with the profession, by writing, researching, contributing lesson plans, etc.
	P3.2 Reflection	Shows ability to reflect on one's own strengths, areas of improvement and teaching practice.	Shows ability to reflect on one's own strengths, areas of improvement and teaching practice.	Shows ability to reflect on one's own strengths, areas of improvement and teaching practice.
P4 Understanding of Policies and Student Safety	P4.1 Knowledge	Shows knowledge of commonly used school, board and government rules and policies, especially concerning one's own teaching role and student safety.	Shows knowledge of commonly used school, board and government rules and policies, especially concerning one's own teaching role and student safety.	Shows knowledge of commonly used school, board and government rules and policies, especially concerning one's own teaching role and student safety.
			Shows knowledge of school, board and government rules and policies, beyond one's own teaching role.	Shows knowledge of school, board and government rules and policies, beyond one's own teaching role.

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
	P4.2 Compliance	Shows consistent compliance with common policies.	Shows consistent compliance with common policies.	Shows consistent compliance with common policies.
		Shows ability to communicate policies to students and parents and explain rationale.	Shows ability to communicate policies to students and parents and explain rationale.	Shows ability to communicate policies to students and parents and explain rationale.
				Shows ability to communicate policies to other teachers as needed.
	P4.3 Development		Shows ability to engage in the process for development and updating of school policies.	Shows ability to engage in the process for development and updating of school policies.
			Shows ability to comprehend exceptional cases and make the case for an exception to school administration if required.	Shows ability to comprehend exceptional cases and make the case for an exception to school administration if required.

Section B: MINDSETS

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
M1 Student-centred mindset, with belief in Holistic	M1.1 Student-centred Mindset	Keeps the student and impact on the student central to one's decisions and actions.	Keeps the student and impact on the student central to one's decisions and actions.	Keeps the student and impact on the student central to one's decisions and actions.
	M1.2 Holistic	Appreciates the importance of intellectual, physical, emotional,	Appreciates the importance of intellectual, physical, emotional,	Appreciates the importance of intellectual, physical, emotional,

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
Development	Development	psychological and social development of children.	psychological and social development of children.	psychological and social development of children.
	M1.3 Social Context		Believes in the importance of incorporating social context into a child's education.	Believes in the importance of incorporating social context into a child's education.
M2 Belief in all Students	M2.1 Strive for Excellence	Is keen for every student to strive for excellence and believes that every student can.	Is keen for every student to strive for excellence and believes that every student can.	Is keen for every student to strive for excellence and believes that every student can.
	M2.2 Positive Reinforcement	Believes in the need for positive reinforcement and displays this towards all students.	Believes in the need for positive reinforcement and displays this towards all students.	Believes in the need for positive reinforcement and displays this towards all students.
	M2.3 Diversity	Believes in all students, including those with physical, mental, learning, economic and other challenges.	Believes in all students, including those with physical, mental, learning, economic and other challenges.	Believes in all students, including those with physical, mental, learning, economic and other challenges.
			Believes in non-isolation of any student with a different need and actively promotes non-isolation.	Believes in non-isolation of any student with a different need and actively promotes non-isolation.
M3 Parent and Community Involvement	M3.1 Engagement	Appreciates and respects the importance of parental and community engagement for the child's development.	Appreciates and respects the importance of parental and community engagement for the child's development.	Appreciates and respects the importance of parental and community engagement for the child's development.
M4 Initiative and Drive	M4.1 Proactiveness	Is proactive in stepping up for relevant activities.	Is proactive in stepping up for relevant activities.	Is proactive in stepping up for relevant activities.
	M4.2	Is focused towards getting tasks completed in teaching-learning	Is focused towards getting tasks completed in teaching-learning	Is focused towards getting tasks completed in teaching-learning

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS	EXPERIENCED TEACHER STANDARDS	SENIOR TEACHER STANDARDS
		[CENTA L1 level Certification]	[CENTA L2 level Certification]	[CENTA L3 level Certification]
	Drive	areas as well as areas of school organisation.	areas as well as areas of school organisation.	areas as well as areas of school organisation.
	M4.3 Rigour	Shows rigour and focus on detail.	Shows rigour and focus on detail.	Shows rigour and focus on detail.
			Motivates students to be rigorous in their approach to work.	Motivates students to be rigorous in their approach to work.