



# **CENTA<sup>®</sup> Standards**

**Version 4.0**

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This builds upon Version 1 published in 2015, Version 2 published in 2016 and Version 3 published in 2018, and supercedes all those versions.

# CENTA® Standards

## Overview

Centre for Teacher Accreditation (CENTA®) empowers teachers by assessing and certifying their competencies, connecting them to career opportunities and providing professional development support. CENTA®'s mission is to make teaching a more aspirational profession, leading to motivated, competent and effective teachers, and therefore high quality education in a sustained manner.

CENTA® Standards are a well-defined, comprehensive and globally-benchmarked set of competencies expected from teachers at different stages of their careers. Therefore, they are also the outcomes expected from professional development for teachers and serve as professional development outcome standards also.

CENTA® Standards are at three levels:

- 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/organization or beyond.

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

The '**Competencies**' section covers three categories of competencies:

- a) **Technical Competencies:** Competencies specific to teaching as a profession.
- b) **Core Competencies:** Fundamental competencies relevant for any professional.
- c) **Professional Competencies:** Competencies relevant for effective interactions in the professional environment of a teacher.

A well-defined **taxonomy** is used to break the category into specific competencies and each competency into specific aspects. Standards are then defined for each of L1, L2 and L3 through specific **descriptors**.

The '**Mindsets**' section of the CENTA® Standards covers attitudes and beliefs.

CENTA®'s testing and certification primarily cover the 'Competencies' section, with the **CENTA® Teaching Quotient (TQ)** covering the most important competencies and **CENTA® Certifications** covering specific groups of competencies in depth. 'Mindsets' are not evaluated in testing but captured in certain trainings and broader data collection.

## Design Philosophy

'**High quality education for the child**' is the core objective guiding the design of CENTA® Standards. The **five specific design principles**, on which the CENTA® Standards are based,

are: **system-agnostic, equitable, holistic, contextual and forward-looking**, as explained below:

- The Standards are ***broad-based capturing teacher competencies needed for high quality education***. They are not linked to only specific teaching methodologies or specific philosophies of child development, though inspired by many relevant ones. They are ***not specific to any particular board or syllabus***; for testing of subject-specific components, common topics from across boards (by mapping of several syllabi) are considered, as listed on CENTA's website.
- ***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***, i.e. day-to-day delivery related aspects are all included in L1, whereas one-off inputs that can be supported externally are often kept in L2 or L3.
- The Standards ***promote holistic development and overall excellence for every child***. This refers to aspects such as developing various interests in students, enhancing their critical thinking, creativity and innovative potential, and inculcating life skills including communication and interpersonal skills. 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 the expectation to bring in the historical, cultural and social context of children in instruction planning and delivery and adapting teaching to child specific needs and learning models, ensuring ***inclusion*** of all children.
- The Standards are ***forward looking*** in their expectation of teaching towards an education which is pertinent for societal and economic settings of the future. The Standards expect teachers to inculcate in students, skills and knowledge relevant for the world of the future, as well as use technology tools aligned with the modern world.

#### **Guidelines followed for writing the CENTA® Standards**

The CENTA® Standards are written with the aim that they should catalyze and guide ***'professional development and career growth for the teacher'***; i.e. they should be usable in teacher ***competency testing***, in teacher ***career progression***, in ***mapping of professional development programmes and resources***, 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***, i.e. the teacher's performance on the job. However, CENTA® continuously works on ***aligning the competencies with what is required for high performance*** in the teacher's role, through data and field inputs.
- The Standards are ***defined commonly across subjects and grades*** (except early childhood, where separate CENTA® ECE Standards are published). Competency differences by grade and subject are met through the testing model.
- L1 Standards ***do not need much 'experience' and can be exhibited even without a classroom***. 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 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 is further strengthened through the testing model.

### Process followed for development of the CENTA® Standards

#### **CENTA® Standards have been widely reviewed and globally benchmarked.**

The First Version (Version 1.0) of the CENTA Standards, which was published in August 2015, was developed over a 15-month time frame, 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 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 300+ stakeholders (teachers, principals, teacher educators, academics, other leaders in education and so on).

The current document is the **Fourth Version (Version 4.0 – 2021)**, which incorporates CENTA's extensive on-the-ground experience in both teacher testing and teacher training, large scale data analytics from the same and inputs from several stakeholders.

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

**CENTA® Standards are the Intellectual Property of Centre for Teacher Accreditation (CENTA®) and also the organization's contribution to the broader education landscape. CENTA® allows any individual or organization interested in teacher professional development to download and use its standards, as-is, for setting learning goals for teachers, self-reflection and internal assessment, with appropriate referencing as the 'CENTA® Standards'. CENTA® Certification can be given only through CENTA®'s assessment and not through any other assessment. CENTA® does not allow any individual or organization to copy any parts of these standards or modify them in anyway, without prior explicit written permission from CENTA®**

# OVERVIEW OF CENTA® STANDARDS AND TAXONOMY

<b>Technical Competencies</b>	SE - Subject Expertise	SE.1 Subject Knowledge	SE.2 Conceptual Understanding	SE.3 Subject Application	SE.4 Subject Purpose
	UC - Understanding of Child Learning and Diversity	UC.1 Learning Theories	UC.2 Learner Diversity		
	CD - Content Development and Planning	CD.1 Learning Objectives	CD.2 Pedagogical Methods	CD.3 Pedagogical Content Knowledge (PCK)	CD.4 Content Creation
		CD.5 Planning for Instruction	CD.6 Coaching on Content and Planning		
	SA - Student Assessment and Remediation	SA.1 Assessment Purpose, Methods and Tools	SA.2 Assessment Design and Implementation	SA.3 Insight from Assessment	SA.4 Remediation and Feedback
		SA.5 Coaching on Assessment and Remediation			
	CC - Classroom Communication	CC.1 Classroom Management Techniques	CC.2 Delivery of Content	CC.3 Involvement, Pace and Individual Attention	CC.4 Online Classroom Communication
CC.5 Coaching on Classroom Communication					
TE - Technology in Education	TE.1 ICT in Teaching-Learning	TE.2 ICT Beyond the Classroom			
LS - Life Skills Integration	LS.1 Creativity, Critical Thinking, Decision-making, Continuous Learning	LS.2 Social-Emotional Skills: Communication, Collaboration, Empathy	LS.3 Technology skills	LS.4 Values	
<b>Professional Competencies</b>	PC – Professional Competencies: Self; Relationships; Work	SD - Self Development	UP- Understanding of Policies and Student Safety		
		TL - Teamwork and Leadership	RS - Positive Relationship with Students	RP - Involvement of Parents and Community	
		WP - Work Planning and Time Management	PS - Problem Solving Ability		
<b>Core Competencies</b>	LA - Logical Ability	LA.1 Logic			
	CM – Communication	CM.1 Language	CM.2 Sensitivity	CM.3 Expression Clarity and Structure in Verbal Communication	CM.5 Expression Clarity and Structure in Written Communication
		CM.4 Listening Comprehension	CM.6 Reading Comprehension		
TA - Technological awareness	TA.1 Computer Literacy	TA.2 Safe usage of technology			
<b>Mindsets</b>	MS1 - Student-centred minds-et, with belief in Holistic Development	MS.1 Student-centred Mind-set	MS.1 Holistic Development Mindset	MS.1 Social Context Importance	
	MS2 - Belief in all Students	MS.2 Focus on Excellence	MS.2 Positive Reinforcement	MS.2 Inclusiveness	
	MS3 - Parent and Community Importance	MS.3 Parent and Community Importance			
	MS4 - Initiative and Drive	MS.4 Proactiveness	MS.4 Drive	MS.4 Rigour	

## Detailed View of the CENTA® Standards and Taxonomy:

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	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
<b>Technical Competencies</b>				
<b>Subject Expertise</b>	<b>SE.1 Subject Knowledge</b>	Knowledge of content and procedures of your subject.	Knowledge of content and procedures of your subject.	Knowledge of content and procedures of your subject.
				Knowledge of developments related to your subject, which are beyond the textbook, with ability to relate them to pre-existing knowledge.
	<b>SE.2 Conceptual Understanding</b>	Conceptual understanding of different topics of your subject.	Conceptual understanding of different topics of your subject.	Conceptual understanding of different topics of your subject.
		Conceptual understanding of the relationship among different topics of your subject.	Conceptual understanding of the relationship among different topics of your subject.	Conceptual understanding of the relationship among different topics of your subject.
				Conceptual understanding of the relationship of your subject with other subjects.
	<b>SE.3 Subject Application</b>	Ability to explain different topics of your subject using appropriate real-life examples.	Ability to explain different topics of your subject using appropriate real-life examples.	Ability to explain different topics of your subject using appropriate real-life examples.

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
			Ability to give real-life examples which integrate multiple topics of your subject.	Ability to give real-life examples which integrate multiple topics of your subject.
				Ability to give real-life examples that integrate your subject with other subjects.
	SE.4 Subject Purpose	Understanding of the purpose of your subject.	Understanding of the purpose of your subject.	Understanding of the purpose of your subject.
Understanding of Child Learning and Diversity	UC.1 Learning Theories	Understanding of the different theories related to ways in which children learn and how learning connections are made with age.	Understanding of the different theories related to ways in which children learn and how learning connections are made with age.	Understanding of the different theories related to ways in which children learn and how learning connections are made with age.
	UC.2 Learner Diversity	Understanding of the diversity in learner characteristics and learning patterns.	Understanding of the diversity in learner characteristics and learning patterns.	Understanding of the diversity in learner characteristics and learning patterns.
Content Development and Planning	CD.1 Learning Objectives	Understanding of a well-written learning objective.	Understanding of a well-written learning objective.	Understanding of a well-written learning objective.
		Understanding of the specific competencies that a given learning objective is referring to.	Understanding of the specific competencies that a given learning objective is referring to.	Understanding of the specific competencies that a given learning objective is referring to.
			Ability to create learning objectives for a given topic, keeping in view of the holistic development of students.	Ability to create learning objectives for a given topic, keeping in view the holistic development of students.
	CD.2 Pedagogical Methods	Understanding of common pedagogical methods and resources.	Understanding of common pedagogical methods and resources.	Understanding of common pedagogical methods and resources.

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]	
	CD.3 Pedagogical Content Knowledge (PCK)	Understanding of subject-specific pedagogical sequences, linkages, methods and resources.	Understanding of subject-specific pedagogical sequences, linkages, methods and resources.	Understanding of subject-specific pedagogical sequences, linkages, methods and resources.	
			Ability to select/modify pedagogical methods and resources, considering the learning objectives and the classroom context.	Ability to select/modify pedagogical methods and resources, considering the learning objectives and the classroom context.	
				Ability to create new pedagogical methods and resources, based on knowledge of recent developments in your subject.	
	CD.4 Content creation			Ability to design and create content in the form of chapters, lesson plans, digital modules, etc.	Ability to design and create content in the form of chapters, lesson plans, digital modules, etc.
	CD.5 Planning for Instruction	Knowledge of different types of planning resources.	Knowledge of different types of planning resources.	Knowledge of different types of planning resources.	
		Ability to select/modify a lesson plan considering the learning objective and the classroom context.	Ability to select/modify a lesson plan considering the learning objective and the classroom context.	Ability to select/modify a lesson plan considering the learning objective and the classroom context.	
			Ability to create lesson plans based on learning objectives and classroom context.	Ability to create lesson plans based on learning objectives and classroom context.	
				Ability to create an overall curriculum plan or term plan.	
	CD.6 Coaching on Content and Planning				Ability to review content and lesson plans, and provide

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
				feedback based on context.
Student Assessment and Remediation	SA.1 Assessment Purpose, Methods and Tools	Understanding of the different purposes, methods and tools of assessment, including technology-enabled tools.	Understanding of the different purposes, methods and tools of assessment, including technology-enabled tools.	Understanding of the different purposes, methods and tools of assessment, including technology-enabled tools.
				Knowledge of developments related to assessment design and ability to critically analyze their usage.
	SA.2 Assessment Design and Implementation	Ability to select/modify and implement an assessment, considering learning objectives, assessment purpose and classroom context.	Ability to select/modify and implement an assessment, considering learning objectives, assessment purpose and classroom context.	Ability to select/modify and implement an assessment, considering learning objectives, assessment purpose and classroom context.
			Ability to create assessments, considering learning objectives and classroom context.	Ability to create assessments, considering learning objectives and classroom context.
	SA.3 Insight from Assessment	Ability to quantitatively and qualitatively analyze assessment data.	Ability to quantitatively and qualitatively analyze assessment data.	Ability to quantitatively and qualitatively analyze assessment data.
		Ability to derive insights on common and student-specific misconceptions through assessment performance analysis.	Ability to derive insights on common and student-specific misconceptions through assessment performance analysis.	Ability to derive insights on common and student-specific misconceptions through assessment performance analysis.
	SA.4 Remediation and Feedback	Ability to identify teaching strategies to remediate or address	Ability to identify teaching strategies to remediate or address	Ability to identify teaching strategies to remediate or address

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
		misconceptions.	misconceptions.	misconceptions.
		Ability to communicate feedback on specific misconceptions.	Ability to communicate feedback on specific misconceptions.	Ability to communicate feedback on specific misconceptions.
				Ability to use data from student assessments for broader curriculum planning, direction to the system, etc.
	SA.5 Coaching on Assessment and Remediation			Ability to review an assessment design and provide feedback.
				Ability to review insights and remediation measures and provide feedback.
Classroom Communication	CC.1 Classroom Management Techniques	Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc. in different types of classroom settings.	Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc. in different types of classroom settings.	Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc. in different types of classroom settings.
		Ability to organise the classroom and its facilities to ensure physical or online safety, comfort and emotional security of the students.	Ability to organise the classroom and its facilities to ensure physical or online safety, comfort and emotional security of the students.	Ability to organise the classroom and its facilities to ensure physical or online safety, comfort and emotional security of the students.
			Ability to effectively utilize resources for a conducive learning environment.	Ability to effectively utilize resources for a conducive learning environment.

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
	CC.2 Delivery of Content	Ability to teach different topics of your subject, in a conceptually clear and understandable manner, using a sufficient range of pedagogical methods.	Ability to teach different topics of your subject, in a conceptually clear and understandable manner, using a sufficient range of pedagogical methods.	Ability to teach different topics of your subject, in a conceptually clear and understandable manner, using a sufficient range of pedagogical methods.
		Ability to use appropriate language in terms of student context, relatable examples and sensitivity to the child.	Ability to use appropriate language in terms of student context, relatable examples and sensitivity to the child.	Ability to use appropriate language in terms of student context, relatable examples and sensitivity to the child.
			Ability to adapt content delivery to the learning levels of the class and different classroom settings, including for specific groups of students.	Ability to adapt content delivery to the learning levels of the class and different classroom settings, including for specific groups of students.
				Ability to adapt content delivery 'on the go' or in a 'live' manner, to incorporate implicit student feedback and leverage student experiences.
	CC.3 Involvement, Pace and Individual Attention	Ability to use time in class productively.	Ability to use time in class productively.	Ability to use time in class productively.
		Ability to make learning participatory.	Ability to make learning participatory.	Ability to make learning participatory.
			Ability to involve all students, addressing diversity in learning needs and including those who are disengaged.	Ability to involve all students, addressing diversity in learning needs and including those who are disengaged.

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
			Ability to observe individual strengths and development areas in students and display positive reinforcement.	Ability to observe individual strengths and development areas in students and display positive reinforcement.
				Ability to regularly modify style and pace as needed, to ensure continuous involvement of all students.
	CC.4 Online Classroom Communication	Knowledge of tools and techniques for online classroom management	Knowledge of tools and techniques for online classroom management	Knowledge of tools and techniques for online classroom management
		Ability to manage the classroom, deliver content and ensure involvement, pace and individual attention in an online context, by using appropriate tools and techniques.	Ability to manage the classroom, deliver content and ensure involvement, pace and individual attention in an online context, by using appropriate tools and techniques.	Ability to manage the classroom, deliver content and ensure involvement, pace and individual attention in an online context, by using appropriate tools and techniques.
	CC.5 Coaching on Classroom Communication			Ability to observe classrooms in a structured manner and provide feedback.
Technology in Education (covered in Content, Assessment and Classroom Communication)	TE.1 ICT in Teaching-Learning	Understanding of common ICT resources to support teaching-learning processes.	Understanding of common ICT resources to support teaching-learning processes.	Understanding of common ICT resources to support teaching-learning processes.
		Ability to use common ICT resources as teaching and assessment tools.	Ability to use common ICT resources as teaching and assessment tools.	Ability to use common ICT resources as teaching and assessment tools.

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
standards but recapped here)			Ability to identify specific topics where technology can significantly enhance learning and select appropriate technology resources.	Ability to identify specific topics where technology can significantly enhance learning and select appropriate technology resources.
			Ability to identify how ICT can be used to facilitate differentiated learning and select appropriate ICT resources.	Ability to identify how ICT can be used to facilitate differentiated learning and select appropriate ICT resources.
			Knowledge of recent developments related to technology in education.	Knowledge of recent developments related to technology in education.
	TE.2 ICT Beyond the Classroom		Understanding of different purposes of technology in your organizational context.	Understanding of different purposes of technology in your organizational context.
			Ability to identify relevant technology tools for aspects such as curriculum planning, work planning, data analytics, reporting, collaboration, etc.	Ability to identify relevant technology tools for aspects such as curriculum planning, work planning, data analytics, reporting, collaboration, etc.
	<b>Professional Competencies</b>			
Self Development	SD.1 Self-Reflection	Ability to reflect on your strengths, areas of improvement and teaching practices.	Ability to reflect on your strengths, areas of improvement and teaching practices.	Ability to reflect on your strengths, areas of improvement and teaching practices.
			Ability to assess the impact of professional growth initiatives on teaching practices and student achievements.	Ability to assess the impact of professional growth initiatives on teaching practices and student achievements.

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
	SD.2 Professional Growth and Knowledge Sharing	Ability to continuously work on improving your competencies.	Ability to continuously work on improving your competencies.	Ability to continuously work on improving your competencies.
			Ability to apply outcomes of professional growth initiatives to improve teaching practices and student achievements.	Ability to apply outcomes of professional growth initiatives to improve teaching practices and student achievements.
				Ability to share learnings and contribute to the profession, by writing, researching, creating lesson plans, etc.
Teamwork and Leadership	TL.1 Teamwork	Ability to work in teams including interacting constructively with peers and following relevant team decisions and norms.	Ability to work in teams including interacting constructively with peers and following relevant team decisions and norms.	Ability to work in teams including interacting constructively with peers and following relevant team decisions and norms.
		Ability to receive and respond to professional feedback.	Ability to receive and respond to professional feedback.	Ability to receive and respond to professional feedback.
		Understanding of best practices for collaboration, teamwork and professional feedback.	Understanding of best practices for collaboration, teamwork and professional feedback.	Understanding of best practices for collaboration, teamwork and professional feedback.
	TL.2 Leadership		Ability to lead teams or groups in organizational as well as in instructional activities.	Ability to lead teams or groups in organizational as well as in instructional activities.
			Ability to take initiatives beyond your defined role.	Ability to take initiatives beyond your defined role.
				Understanding of the best practices for leadership and coaching.

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
				<b>Ability to coach in a constructive and impactful manner.</b>
Positive Relationship with Students	RS.1 Respect in Interaction	<b>Ability to interact with students with warmth and respect in all situations.</b>	<b>Ability to interact with students with warmth and respect in all situations.</b>	<b>Ability to interact with students with warmth and respect in all situations.</b>
		<b>Ability to role model positive behaviour.</b>	<b>Ability to role model positive behaviour.</b>	<b>Ability to role model positive behaviour.</b>
			<b>Ability to address and leverage dissent constructively.</b>	<b>Ability to address and leverage dissent constructively.</b>
	RS.2 Focus on Students		<b>Understanding various aspects of holistic development of students and setting high standards for them.</b>	<b>Understanding various aspects of holistic development of students and setting high standards for them.</b>
			<b>Ability to develop individual plans for different students, by collaborating with stakeholders.</b>	<b>Ability to develop individual plans for different students, by collaborating with stakeholders.</b>
Involvement of Parents and Community	RP.1 Parent Involvement	<b>Ability to convey status, trajectory and progress of the student appropriately to his/her parents.</b>	<b>Ability to convey status, trajectory and progress of the student appropriately to his/her parents.</b>	<b>Ability to convey status, trajectory and progress of the student appropriately to his/her parents.</b>
		<b>Understanding of the importance of parental in a child's development and common approaches used to engage them.</b>	<b>Understanding of the importance of parental in a child's development and common approaches used to engage them.</b>	<b>Understanding of the importance of parental in a child's development and common approaches used to engage them.</b>
	RP.2 Community Involvement	<b>Understanding of simple techniques for community involvement in education.</b>	<b>Understanding of simple techniques for community involvement in education.</b>	<b>Understanding of simple techniques for community involvement in education.</b>

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
				Ability to develop and lead parent and community engagement activities at an overall school level.
Problem Solving Ability	PS.1 Problem Solving Ability	Ability to focus on goals using different techniques, such as splitting them into sub-goals, identifying the potential problems, identifying cause and effect relationships etc.	Ability to focus on goals using different techniques, such as splitting them into sub-goals, identifying the potential problems, identifying cause and effect relationships etc.	Ability to focus on goals using different techniques, such as splitting them into sub-goals, identifying the potential problems, identifying cause and effect relationships etc.
			Ability to try multiple approaches for problem solving through different techniques, such as removing boundary constraints, analyzing analogies etc.	Ability to try multiple approaches for problem solving through different techniques, such as removing boundary constraints, analyzing analogies etc.
				Ability to come to a decision after exploring multiple problem-solving approaches.
Work Planning and Time Management	WP.1 Work Planning	Ability to plan your activities and be punctual.	Ability to plan your activities and be punctual.	Ability to plan your activities and be punctual.
		Ability to focus on quality and sufficient level of detail for a given task.	Ability to focus on quality and sufficient level of detail for a given task.	Ability to focus on quality and sufficient level of detail for a given task.
			Ability to plan time, prioritise and sequence activities and respond to dynamic situations.	Ability to plan time, prioritise and sequence activities and respond to dynamic situations.
				Ability to define goals and develop an appropriate plan to achieve them.

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
	WP.2 Coaching on Work Planning			Ability to support others to plan time, prioritise and sequence activities and respond to dynamic situations.
Understanding of Policies and Student Safety	UP.1 Knowledge of Policies	Knowledge of commonly used school, board and government rules and policies.	Knowledge of commonly used school, board and government rules and policies.	Knowledge of commonly used school, board and government rules and policies.
	UP.2 Compliance to Policies	Consistent compliance with common policies.	Consistent compliance with common policies.	Consistent compliance with common policies.
		Ability to explain policies to peers, students and parents.	Ability to explain policies to peers, students and parents.	Ability to explain policies to peers, students and parents.
	UP.3 Policy Development			Ability to engage in the process for development and updation of school policies, including exceptions when needed.
<b>Core Competencies</b>				
Logical Ability	LA.1 Logical Ability	Fundamental logical ability, e.g. ability to recognize patterns, linkages etc.		
Communication	CM.1 Language	Ability to identify and use correct language including sentence structure.		
	CM.2 Sensitivity	Understanding of sensitivity in communication in various contexts.		
	CM.3 Expression Clarity and Structure in Verbal Communication	Ability to express a thought clearly in a structured manner in verbal communication.		
	CM.4 Listening Comprehension	Ability to listen attentively to interpret and extract relevant information.		

TEACHING COMPETENCIES	TAXONOMY	NEW TEACHER STANDARDS [LEVEL 1]	EXPERIENCED TEACHER STANDARDS [LEVEL 2]	SENIOR TEACHER STANDARDS [LEVEL 3]
	CM.5 Expression Clarity and Structure in Written Communication	<b>Ability to express a thought clearly in a structured manner in written communication.</b>		
	CM.6 Reading Comprehension	<b>Ability to read any given content to interpret and extract relevant information.</b>		
Technological awareness	TA.1 Computer Literacy	<b>Ability to use computers at a basic level.</b>		
	TA.2 Safe usage of technology	<b>Ability to use technology responsibly, including adherence to data privacy and intellectual property rights.</b>		

## Section B: MINDSETS<sup>1</sup>

MINDSETS	TAXONOMY	NEW TEACHER STANDARDS [CENTA LEVEL 1 CERTIFICATION]	EXPERIENCED TEACHER STANDARDS [CENTA LEVEL 2 CERTIFICATION]	SENIOR TEACHER STANDARDS [CENTA LEVEL 3 CERTIFICATION]
Student-centred mindset, with belief in Holistic Development	MS1. Student-centred Mindset	Keep the student and impact on the student, central to your decisions and actions.		
	MS1. Holistic Development Mindset	Appreciate the importance of intellectual, physical, emotional, psychological and social development of children.		
	MS1. Social Context Importance	Believe in the importance of incorporating social context into a child's education.		
Belief in all Students	MS2. Focus on Excellence	Are keen for every student to strive for excellence and believe that every student can.		
	MS2. Positive Reinforcement	Believe in the need for positive reinforcement and display this towards all students.		
	MS2. Inclusiveness	Believe in all students, including those with physical, mental, learning, economic and other challenges, and actively promote inclusion.		
Parent and Community Importance	MS3. Parent and Community Importance	Appreciate and respect the importance of parental and community engagement for a child's development.		
Initiative and Drive	MS4. Proactiveness	Are proactive in stepping up for relevant activities.		
	MS4. Drive	Are focused towards completion of tasks in teaching-learning areas as well as areas of school organisation.		
	MS4. Rigour	Show rigour and focus on detail.		
		Motivate students to be rigorous in their approach to work.		

<sup>1</sup> All the teachers irrespective of their experience levels are expected to have mindsets that are conducive for holistic development of students.