



CENTA Standards

Version 3.0

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CENTA Standards - 2018

Overview

Centre for Teacher Accreditation (CENTA) aims to empower teachers and catalyze teacher professional development through high quality certifications that can help create a career pathway for the profession and connect outstanding teachers to great opportunities.

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) **Professional Competencies:** Competencies relevant for effective interactions in a professional environment.
- c) **Core Competencies:** Fundamental competencies of an individual.

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 'Competencies' section of the CENTA Standards forms the basis for the CENTA Certification and Micro-Credentials¹, whereas 'Mindsets' section is currently looked at in a limited and experimental manner.

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

¹ Currently CENTA offers five Micro-Credentials: (1) Subject Expertise; (2) Content Development & Planning; (3) Student Assessment & Remediation; (4) Classroom Communication; and (5) Professional Competencies. A specialized Micro-Credential in 'Technology in Education' will be introduced shortly.

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 (from the National Curriculum Framework – NCF 2005).
- ***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, empowering them to learn and enhancing their 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’ 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 will be refined further over time. Feedback to ensure validity of the Standards and their correlation to teacher effectiveness is crucial and is being 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 Second Version (Version 2.0) was published in 2016, based on CENTA’s on-the-ground experience as well as the feedback from multiple stakeholders.

The current document is the **Third Version (Version 3.0 – 2018)** of the CENTA Standards, which is based on CENTA’s on-the-ground experience since the last 4 years, data from CENTA Certification and secondary research for other international standards².

Going forward, the Standards will continue to be fine-tuned on the above bases. 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.

“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” and with the clarification that the CENTA Certification can be given only through a CENTA 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.”

² Australian professional standards for teachers, Graduand Teacher Competencies, Danielson’s Framework for Teaching

Snapshot of CENTA Standards Framework:

Technical Competencies	SE - Subject Expertise	SE.1 Knowledge	SE.2 Concept and Linkages	SE.3 Application	SE.4 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 Content Knowledge- Methods and resources	CD.3 Planning for Instruction	CD.4 Coaching on Content and Planning
	TE - Technology in Education	TE.1 Understanding of ICT Resources	TE.2 ICT's Role in Teaching-learning	TE.3 Inculcating Technology Ability in Students	
	SA - Student Assessment and Remediation	SA.1 Assessment Objectives, Methods and Tools	SA.2 Pedagogical Content Knowledge-Assessment	SA.3 Remediation and Communication	SA.4 Coaching on Assessment Design and Feedback
	CC - Classroom Communication	CC.1 Classroom Management Techniques CC.5 Coaching on Classroom Delivery	CC.2 Delivery of Content	CC.3 Contextualisation	CC.4 Involvement, Pace and Individual Attention
Professional Competencies	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		
Core Competencies	LA - Logical Ability	LA.1 Logic			
	VC - Verbal Communication	VC.1 Language	VC.2 Expression Clarity and Structure	VC.3 Comprehension	VC.4 Sensitivity
	WC - Written Communication	WC.1 Language	WC.2 Expression Clarity and Structure	WC.3 Comprehension	WC.4 Sensitivity
	TA - Technological awareness	TA.1 Computer Literacy	TA.2 Safe usage of technology		
Mindsets	MS1 - Student-centred minds-et, with belief in Holistic Development	MS1 Student-centred Mind-set	MS1 Holistic Development	MS1 Social Context	
	MS2 - Belief in all Students	MS2 Strive for Excellence	MS2 Positive Reinforcement	MS2 Diversity	
	MS3 - Parent and Community Involvement	MS3 Engagement			
	MS4 - Initiative and Drive	MS4 Proactiveness	MS4 Drive	MS4 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 LEVEL 1 CERTIFICATION]	EXPERIENCED TEACHER STANDARDS [CENTA LEVEL 2 CERTIFICATION]	SENIOR TEACHER STANDARDS [CENTA LEVEL 3 CERTIFICATION]
Technical Competencies				
Subject Expertise	SE.1 Knowledge	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 text book, with ability to relate them to pre-existing knowledge.
	SE.2 Concept and Linkages	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 of your subject with other subjects.
	SE.3 Application	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.

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			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 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 ³ .	Understanding of the diversity in learner characteristics and learning patterns ³ .	Understanding of the diversity in learner characteristics and learning patterns ³ .
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 of the holistic development of students.

³ Examples: Diversity in learner characteristics - Language, socio-economic profile; Diversity in learning patterns - Special learning needs, majority learning patterns, gifted and talented learning

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	CD.2 Pedagogical Content Knowledge- Methods and resources	Understanding of a range of general and subject-specific pedagogical methods and resources.	Understanding of a range of general and subject-specific pedagogical methods and resources.	Understanding of a range of general and subject-specific pedagogical methods and resources.
			Understanding of the relationship among different topics of your subject, in terms of conceptual linkages and order of teaching.	Understanding of the relationship among different topics of your subject, in terms of conceptual linkages and order of teaching.
			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 use pedagogical methods that can build broader problem solving and critical thinking skills.	Ability to use pedagogical methods that can build broader problem solving and critical thinking skills.
				Knowledge of developments related to pedagogical methods and resources for your subject and ability to critically analyze their usage.
				Ability to create new resources, keeping in view of the learning objectives and the classroom context.
	CD.3 Planning for Instruction	Knowledge of different types of planning resources ⁴ and the process for creating each.	Knowledge of different types of planning resources ⁴ and the process for creating each.	Knowledge of different types of planning resources ⁴ and the process for creating each.

⁴ Example: Planning resources - Lesson plan, text book chapter, curriculum plan, etc.

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			Ability to create a lesson plan/ text book chapter considering the learning objective and the classroom context.	Ability to create a lesson plan/ text book chapter considering the learning objective and the classroom context.
				Ability to create/modify a given lesson plan for different groups of students according to their needs.
	CD.4 Coaching on Content and Planning			Ability to review given content and provide feedback based on its context.
Technology in Education ⁵	TE.1 Understanding of ICT Resources	Understanding of common ICT resources ⁶ to support teaching-learning process.	Understanding of common ICT resources ⁶ to support teaching-learning process.	Understanding of common ICT resources ⁶ to support teaching-learning process.
		Ability to use common ICT resources as teaching tools.	Ability to use common ICT resources as teaching tools.	Ability to use common ICT resources as teaching tools.
			In-depth understanding of different purposes of technology ⁷ and ability to identify appropriate ICT resources.	In-depth understanding of different purposes of technology ⁷ and ability to identify appropriate ICT resources.
				Knowledge of developments related to technology in education and how they support teaching-learning processes and student assessment.

⁵ The relevance of these aspects may differ based on the context

⁶ Example: ICT Resources to support teaching-learning process - Use of smartboards, gamification, videos, etc.

⁷ Example: Purposes of technology – Increase in efficiency, effectiveness, etc.

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	TE.2 ICT's Role in Teaching-learning		Ability to identify specific parts of a topic or lesson plan where use of technology can significantly enhance learning.	Ability to identify specific parts of a topic or lesson plan where use of technology can significantly enhance learning.
			Ability to select appropriate ICT resources, considering the learning/assessment objectives and the classroom context.	Ability to select appropriate ICT resources, considering the learning/assessment objectives and the classroom context.
				Ability to identify how ICT can be used to facilitate differentiated learning and select appropriate ICT resources.
	TE.3 Inculcating Technology perspective in Students		Ability to inculcate technology perspective ⁸ , including understanding of digital safety and intellectual property, in students.	Ability to inculcate technology perspective ⁸ , including understanding of digital safety and intellectual property, in students.
Student Assessment and Remediation	SA.1 Assessment Objectives, Methods and Tools	Understanding of the different objectives of assessment ⁹ .	Understanding of the different objectives of assessment ⁹ .	Understanding of the different objectives of assessment ⁹ .
		Understanding of the different assessment methods and tools ¹⁰ .	Understanding of the different assessment methods and tools ¹⁰ .	Understanding of the different assessment methods and tools ¹⁰ .
			Understanding of the best practices of assessment design.	Understanding of the best practices of assessment design.
				Knowledge of developments related to assessment design and ability to

⁸ Example: Technology capability - Use of online resources for knowledge acquisition, collaboration, publishing content, etc.

⁹ Example: Objectives of Assessment - formative, summative, etc.

¹⁰ Example: Assessment methods and tools - Written test, viva, presentation, class interaction, etc.

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				critically analyze their usage.
	SA.2 Pedagogical Content Knowledge-Assessment	Ability to select/ modify and implement an assessment, considering the assessment objectives and the classroom context.	Ability to select/ modify and implement an assessment, considering the assessment objectives and the classroom context.	Ability to select/ modify and implement an assessment, considering the assessment objectives and the classroom context.
		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.
			Ability to create and implement an assessment, considering the assessment objectives and the classroom context.	Ability to create and implement an assessment, considering the assessment objectives and the classroom context.
	SA.3 Remediation and Communication	Ability to identify teaching strategies to address common and student-specific misconceptions for different topics.	Ability to identify teaching strategies to address common and student-specific misconceptions for different topics.	Ability to identify teaching strategies to address common and student-specific misconceptions for different topics.
		Ability to communicate feedback on specific misconceptions.	Ability to communicate feedback on specific misconceptions.	Ability to communicate feedback on specific misconceptions.
				Ability to relate data from student assessment with broader characteristics.

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	SA.4 Coaching on Assessment Design and Feedback			Ability to review a given assessment design in a given context, identify positives and gaps and provide feedback.
				Ability to review insights/ remediation measures derived from performance analysis and provide feedback.
Classroom Communication ¹¹	CC.1 Classroom Management Techniques	Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc. in different types of classroom settings ¹² .	Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc. in different types of classroom settings ¹² .	Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc. in different types of classroom settings ¹² .
		Ability to organise the classroom and its facilities to ensure physical safety, comfort and emotional security of the students.	Ability to organise the classroom and its facilities to ensure physical safety, comfort and emotional security of the students.	Ability to organise the classroom and its facilities to ensure physical safety, comfort and emotional security of the students.
	CC.2 Delivery of Content	Ability to teach different topics of your subject, using pedagogical methods and resources aligned with the learning objectives.	Ability to teach different topics of your subject, using pedagogical methods and resources aligned with the learning objectives.	Ability to teach different topics of your subject, using pedagogical methods and resources aligned with the learning objectives.
			Ability to adapt the pedagogical methods and resources for teaching a particular topic, to the learning levels of the class and different	Ability to adapt the pedagogical methods and resources for teaching a particular topic, to the learning levels of the class and different

¹¹ In CENTA Certification, the testing of this competency is different for physical classroom vs. online environment.

¹² In CENTA Certification, the testing is specific to a teacher's classroom setting. Example: group, one-on-one, online, etc.

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			classroom settings.	classroom settings.
				Ability to adapt the pedagogical methods and resources 'on the go' to incorporate implicit student feedback.
	CC.3 Contextualisation	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 leverage classroom situations and student experiences to create 'live' examples, scenarios and discussions for various topics.
	CC.4 Involvement, Pace and Individual Attention	Ability to use time in class productively, with techniques appropriate to the context of classroom setting.	Ability to use time in class productively, with techniques appropriate to the context of classroom setting.	Ability to use time in class productively, with techniques appropriate to the context of classroom setting.
		Ability to make learning participatory, using techniques appropriate to the context of classroom setting.	Ability to make learning participatory, using techniques appropriate to the context of classroom setting.	Ability to make learning participatory, using techniques appropriate to the context of classroom setting.
			Ability to effectively utilize resources for a conducive learning environment.	Ability to effectively utilize resources for a conducive learning environment.
			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.

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			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.5 Coaching on Classroom Delivery			Ability to observe other teachers' classrooms in a structured manner, identify positives and gap areas and provide feedback.
Professional Competencies				
Self-Development	SD.1 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.
	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 learning in different settings.	Ability to share learning in different settings.

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				Ability to 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.
				Ability to provide feedback constructively.
	TL.2 Leadership		Ability to lead teams or groups in organization activity as well as in teaching-learning activities.	Ability to lead teams or groups in organization activity as well as in teaching-learning 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.
				Ability to coach less experienced teachers in a constructive and impactful manner and implement ways to motivate them.

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Positive Relationship with Students	RS.1 Respect in Interaction	Ability to interact with students with warmth and respect in all situations.	Ability to interact with students with warmth and respect in all situations.	Ability to interact with students with warmth and respect in all situations.
		Ability to role model positive behaviour.	Ability to role model positive behaviour.	Ability to role model positive behaviour.
			Ability to address and leverage dissent constructively.	Ability to address and leverage dissent constructively.
	RS.2 Focus on Students		Understanding various aspects of holistic development of students and setting high standards for them.	Understanding various aspects of holistic development of students and setting high standards for them.
			Ability to develop individual plans for different students, by collaborating with stakeholders.	Ability to develop individual plans for different students, by collaborating with stakeholders.
				Ability to identify students in need of exceptional support and make the case for a policy exception to school administration if required.
Involvement of Parents and Community	RP.1 Involvement of Parents and Community	Ability to convey status, trajectory and progress of the student appropriately to his/her parents.	Ability to convey status, trajectory and progress of the student appropriately to his/her parents.	Ability to convey status, trajectory and progress of the student appropriately to his/her parents.
		Understanding of the importance of parental and community engagement in a child's development and common approaches used to engage them.	Understanding of the importance of parental and community engagement in a child's development and common approaches used to engage them.	Understanding of the importance of parental and community engagement in a child's development and common approaches used to engage them.

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				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.

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	WP.2 Coaching on Work Planning			Ability to support peers and less experienced teachers to plan time, prioritise and sequence activities and respond to dynamic situations.
Understanding of Policies and Student Safety	UP.1 Knowledge	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	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 Development			Ability to engage in the process for development and updation of school policies.	
Core Competencies¹³				
Logical Ability	LA.1 Logic	Fundamental logical ability, e.g. ability to recognize patterns, linkages etc.		
Verbal Communication	VC.1 Language	Ability to use correct language including sentence structure in verbal communication.		
	VC.2 Expression Clarity and Structure	Ability to express a thought clearly in a structured manner in verbal communication.		
	VC.3 Comprehension	Ability to listen attentively to interpret and extract relevant information.		

¹³ All the Core Competencies are expected across the three levels irrespective of the experience.

TEACHING COMPETENCIES	ASPECTS	NEW TEACHER STANDARDS [CENTA LEVEL 1 CERTIFICATION]	EXPERIENCED TEACHER STANDARDS [CENTA LEVEL 2 CERTIFICATION]	SENIOR TEACHER STANDARDS [CENTA LEVEL 3 CERTIFICATION]
	VC.4 Sensitivity	<i>Ability to maintain sensitivity in verbal communication.</i>		
Written Communication	WC.1 Language	<i>Ability to use correct language including sentence structure in written communication.</i>		
	WC.2 Expression Clarity and Structure	<i>Ability to express a thought clearly in a structured manner in written communication.</i>		
	WC.3 Comprehension	<i>Ability to read any given content to interpret and extract relevant information.</i>		
	WC.4 Sensitivity	<i>Ability to maintain sensitivity in written communication.</i>		
Technological awareness	TA.1 Computer Literacy	<i>Ability to use computers at a basic level¹⁴.</i>		
	TA.2 Safe usage of technology	<i>Ability to use technology responsibly, including adherence to data privacy and intellectual property rights.</i>		

¹⁴ Example: Creating documents, arranging files in folders, using email to structure and efficiently manage work, etc.

Section B: MINDSETS¹⁵

MINDSETS	ASPECTS	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	Appreciate the importance of intellectual, physical, emotional, psychological and social development of children.		
	MS1. Social Context	Believe in the importance of incorporating social context into a child's education.		
Belief in all Students	MS2. Strive for 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. Diversity	Believe in all students, including those with physical, mental, learning, economic and other challenges.		
		Believe in non-isolation of any student with a different need and actively promote inclusion.		
Parent and Community Involvement	MS3. Engagement	Appreciate and respect the importance of parental and community engagement for a child's development.		

¹⁵ All the teachers irrespective of their experience levels are expected to have the mindset which is conducive for holistic development of students.

MINDSETS	ASPECTS	NEW TEACHER STANDARDS [CENTA LEVEL 1 CERTIFICATION]	EXPERIENCED TEACHER STANDARDS [CENTA LEVEL 2 CERTIFICATION]	SENIOR TEACHER STANDARDS [CENTA LEVEL 3 CERTIFICATION]
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.		