Figure 3.1: The Qatar Standards Framework

The **standard title** is a short, action-oriented statement that describes the key area of professional proactive for teachers and leaders.

▶ 1. Structure innovative and flexible learning experience for individuals and groups of students

This standard covers the requirements for establishing learning goals, and developing flexible and innovative learning experiences that align with these goals and the individual learning needs, preferences and styles of students.

The standard descriptor is a brief description of the aspect of professional practice covered by the standards.

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The indicators are not a checklist. They identify the actions a teacher or leader would normally take to perform the aspect of professional practice detailed in the relevant statement. This is an example of a statement and some of the associated indicators.

This section identifies the required skills, knowledge, understanding and dispositions that underpin the aspect of professional practice described in the standard. It also indicates broad areas of learning and development that teaches and school leaders might consider to strengthen this aspect of their practice.

The Evidence Guide identifies the performance expected of teachers and school leaders at each stage of career development. It also includes a list of the types of evidence that teachers and school leaders may present to show that they have achieved the required level of performance.

Statements	Indicators
1.1 Identify learning goals that reflect curriculum documents and school policies.	<ul> <li>Learning goals and assessment criteria that reflect Curriculum Standards and school-developed curricula are developed.</li> <li>Learning goals, forms of assessment and assessment criteria are identified and documented in line with school policies.</li> <li>Learning goals, forms of assessment criteria are communicated to students and families.</li> </ul>
1.2 Incorporate information on students in the design of learning experiences.	<ul> <li>Information on the background, prior learning, learning needs, preferences and styles, and special learning requirements of students is collected from range of sources.</li> <li>Information on the learning needs of individuals and groups of students is analysed and used in the design and selection of flexible and innovation learning experiences.</li> <li>Information from assessment date is used in the design of flexible and innovation learning experiences</li> </ul>

### **Required Skills**

This aspect of professional practice requires knowledge and understanding of and the ability to apply:

· analytical skills to identify students learning needs, including the special learning requirements of students with intellectual and physical disabilities and gifted students.

## Required knowledge

This aspect of professional practice requires knowledge and understanding of:

- · assessment criteria development
- · child and adolescent development theories

### Required dispositions

This aspect of professional practice requires a commitment to:

- · believing that all children and adolescents can learn at high levels and achieve success
- · believing that children and adolescents learn in different ways and bring particular talents and strengths to learning.

### Evidence guide

# **Entry level teachers**

Entry level teaches are able to organise and implement learning experiences for individuals and groups of students using knowledge of Curriculum Standards and school-developed curricula. This may be evidenced through:

· identifying learning goals in Curriculum Standards and school-developed curricula.

Source: Education Institute, 2007

(http://www.sec.gov.qa/En/SECInstitutes/EducationInstitute/Offices/Documents/NPSTSLE.pdf)