



CENTA[®] Standards for Early Childhood Educators

Version 2.0

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This builds upon Version 1 published in 2020 and supersedes the previous version.

CENTA® Standards for Early Childhood Educators

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

CENTA® Standards for Early Childhood Educators 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) **Professional Competencies:** Competencies relevant for effective interactions in the professional environment of a teacher.
- c) **Core Competencies:** Fundamental competencies relevant for any professional.

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 for Early Childhood Educators. The **five specific design principles**, on which the CENTA® Standards for Early Childhood Educators 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 social-emotional 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 for Early Childhood Educators

The CENTA® Standards for Early Childhood Educators 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 specifically for early childhood education (age groups 2 to 8)*. Competency differences by age group wise 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 for Early Childhood Educators

CENTA® Standards for Early Childhood Educators have been widely reviewed and globally benchmarked.

The First Version (Version 1.0) of the CENTA Standards for Early Childhood Educators, which was published in August 2021, 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 for Early Childhood Educators. This was further fine-tuned based on the feedback received from 300+ stakeholders (including teachers, principals, teacher educators, academics, other leaders in education and so on). Special mention to a few prominent organisations - Central Square Foundation (CSF), Room to Read, Sol's ARC, Madhi Foundation and Language and Learning Foundation (LLF).

The current document is the Second Version (Version 2.0 – 2022), which incorporates CENTA's extensive on-the-ground experience in both early childhood teacher testing and 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. Further inputs will be taken into consideration for our next version.

CENTA® Standards for Early Childhood Educators 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 for Early Childhood Educators'. 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®

Detailed View of the CENTA® ECE Standards and Taxonomy:

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

Section A: COMPETENCIES

CENTA® ECE Standards					
TEACHING COMPETENCIES	ASPECTS	Detailed tag	LEVEL 1 STANDARDS (for new ECE teachers)	LEVEL 2 STANDARDS (for experienced ECE teachers)	LEVEL 3 STANDARDS (for senior ECE teachers)
Technical Competencies					
Understanding of Foundational Literacy, Numeracy and Other Skills	FD.1 Foundational Literacy	1a	<p>Knowledge of what foundational literacy skills are expected for age groups 2 to 8, including:</p> <ul style="list-style-type: none"> > Oral language development (listening comprehension, verbal expression and vocabulary, etc.) > Phonological awareness (sounds in a word, rhyme awareness, etc.) > Decoding (letter recognition, breaking words, word recognition, reading fluency) > Reading Comprehension (vocabulary, understanding texts, retrieving information, etc.) > Writing (writing as expression, writing letters and words). 	<p>Knowledge of what foundational literacy skills are expected for age groups 2 to 8, including:</p> <ul style="list-style-type: none"> > Oral language development (listening comprehension, verbal expression and vocabulary, etc.) > Phonological awareness (sounds in a word, rhyme awareness, etc.) > Decoding (letter recognition, breaking words, word recognition, reading fluency) > Reading Comprehension (vocabulary, understanding texts, retrieving information, etc.) > Writing (writing as expression, writing letters and words). 	<p>Knowledge of what foundational literacy skills are expected for age groups 2 to 8, including:</p> <ul style="list-style-type: none"> > Oral language development (listening comprehension, verbal expression and vocabulary, etc.) > Phonological awareness (sounds in a word, rhyme awareness, etc.) > Decoding (letter recognition, breaking words, word recognition, reading fluency) > Reading Comprehension (vocabulary, understanding texts, retrieving information, etc.) > Writing (writing as expression, writing letters and words).
		1b	<p>Knowledge of how home language and mixed language impact foundational literacy skills.</p>	<p>Knowledge of how home language and mixed language impact foundational literacy skills.</p>	<p>Knowledge of how home language and mixed language impact foundational literacy skills.</p>
		3a			

	FD.2 Foundational Numeracy	1a	Knowledge of what foundational numeracy skills are expected for age groups 2 to 8: > Pre-number concepts (more or less, correspondence, etc.) > Numbers (number recognition, cardinality, ordinality, place values, number comparison) > Operations (addition, subtraction, multiplication, division, relationship between operations, etc.), including proficiency or fluency in these > Geometry Shapes (2D, 3D, their relationship, classification, sorting) > Measurement and Data Handling (length, weight, capacity, time, basic data) > Mathematical thinking.	Knowledge of what foundational numeracy skills are expected for age groups 2 to 8: > Pre-number concepts (more or less, correspondence, etc.) > Numbers (number recognition, cardinality, ordinality, place values, number comparison) > Operations (addition, subtraction, multiplication, division, relationship between operations, etc.), including proficiency or fluency in these > Geometry Shapes (2D, 3D, their relationship, classification, sorting) > Measurement and Data Handling (length, weight, capacity, time, basic data) > Mathematical thinking.	Knowledge of what foundational numeracy skills are expected for age groups 2 to 8: > Pre-number concepts (more or less, correspondence, etc.) > Numbers (number recognition, cardinality, ordinality, place values, number comparison) > Operations (addition, subtraction, multiplication, division, relationship between operations, etc.), including proficiency or fluency in these > Geometry Shapes (2D, 3D, their relationship, classification, sorting) > Measurement and Data Handling (length, weight, capacity, time, basic data) > Mathematical thinking.
		1b	Knowledge of how literacy skills impact foundational numeracy development.	Knowledge of how literacy skills impact foundational numeracy development.	Knowledge of how literacy skills impact foundational numeracy development.
		3a			Knowledge of research in foundational numeracy, including various points of view (e.g. how number sense develops, role of base 10, different views on role of language, etc.)
	FD.3 Other early childhood skills	1a	Knowledge of other skills and characteristics expected in early childhood (including sensory and motor skills, communication, logic, creative expression, social-emotional skills, etc.)	Knowledge of other skills and characteristics expected in early childhood (including sensory and motor skills, communication, logic, creative expression, social-emotional skills, etc.)	Knowledge of other skills and characteristics expected in early childhood (including sensory and motor skills, communication, logic, creative expression, social-emotional skills, etc.)
		3a			Knowledge of research, including various points of view, on how various skills develop in early childhood (e.g. linkages across these skills, impact of the environment, differences among children).
	FD.4 Purpose	1a	Understanding of the importance of Early Childhood Education on the child's overall development and future education.	Understanding of the importance of Early Childhood Education on the child's overall development and future education.	Understanding of the importance of Early Childhood Education on the child's overall development and future education.

Understanding of Child Learning, Development and Diversity	UC.1 Learning Theories	2a		Understanding of the different theories related to how children learn (e.g. behaviourism, cognitivism, constructivism, zone of proximal development, etc.)	Understanding of the different theories related to how children learn (e.g. behaviourism, cognitivism, constructivism, zone of proximal development, etc.).	
		3a			Knowledge of what latest neuroscience tells us about children's learning.	
	UC.2 Child Development	1a	Understanding of the idea that different skills in children develop simultaneously and in an interlinked manner (across Foundational Literacy, Foundational Numeracy and broader early childhood skills).	Understanding of the idea that different skills in children develop simultaneously and in an interlinked manner (across Foundational Literacy, Foundational Numeracy and broader early childhood skills).	Understanding of the idea that different skills in children develop simultaneously and in an interlinked manner (across Foundational Literacy, Foundational Numeracy and broader early childhood skills).	
		1b	Understanding of main aspects of socio-emotional, physical and cognitive development of the child.	Understanding of main aspects of socio-emotional, physical and cognitive development of the child.	Understanding of main aspects of socio-emotional, physical and cognitive development of the child.	
		2a		Understanding of interlinkages across socio-emotional, physical and cognitive development, and the role played by various environmental factors in child development (including nutrition, care, home environment, stimulation, etc.)	Understanding of interlinkages across socio-emotional, physical and cognitive development, and the role played by various environmental factors in child development (including nutrition, care, home environment, stimulation, etc.)	
	UC.3 Learner Diversity	1a	Knowledge of diversity in learner characteristics and learning patterns (special needs including physical and mental, learning patterns, gifted, family structure, socioeconomic status, culture, language, etc.)	Knowledge of diversity in learner characteristics and learning patterns (special needs including physical and mental, learning patterns, gifted, family structure, socioeconomic status, culture, language, etc.)	Knowledge of diversity in learner characteristics and learning patterns (special needs including physical and mental, learning patterns, gifted, family structure, socioeconomic status, culture, language, etc.)	
		2a		Understanding of the impact of various aspects of diversity, on how children learn in class.	Understanding of the impact of various aspects of diversity, on how children learn in class.	
		3a			Ability to identify special needs that require expert intervention and provide inputs to teachers on how to approach such situations.	
	Content Development and Planning	CD.1 Learning Objectives	1a	Understanding of a well-written learning objective (measurable, observable, covering multiple early childhood skills).	Understanding of a well-written learning objective (measurable, observable, covering multiple early childhood skills).	Understanding of a well-written learning objective (measurable, observable, covering multiple early childhood skills).

	2a		Ability to create well-written learning objectives.	Ability to create well-written learning objectives.
CD.2 Pedagogical Sequence	1a	Understanding of pedagogical sequences for building foundational literacy (e.g. oral development to phonological awareness, comprehension and pre-writing as parallel skills, etc.)	Understanding of pedagogical sequences for building foundational literacy (e.g. oral development to phonological awareness, comprehension and pre-writing as parallel skills, etc.)	Understanding of pedagogical sequences for building foundational literacy (e.g. oral development to phonological awareness, comprehension and pre-writing as parallel skills, etc.)
	1b	Understanding of pedagogical sequences for building foundational numeracy (e.g. numbers to operations, early geometry as a parallel skill, etc.)	Understanding of pedagogical sequences for building foundational numeracy (e.g. numbers to operations, early geometry as a parallel skill, etc.)	Understanding of pedagogical sequences for building foundational numeracy (e.g. numbers to operations, early geometry as a parallel skill, etc.)
CD.3 Pedagogical Methods and Resources	1a	Understanding of common approaches for learning in early childhood: > Play (free play and structured play) > Art (free, process art, product art) > Music and movement.	Understanding of common approaches for learning in early childhood: > Play (free play and structured play) > Art (free, process art, product art) > Music and movement.	Understanding of common approaches for learning in early childhood: > Play (free play and structured play) > Art (free, process art, product art) > Music and movement.
	1b	Understanding of scaffolding or gradual release of responsibility.	Understanding of scaffolding or gradual release of responsibility.	Understanding of scaffolding or gradual release of responsibility.
	1c	Understanding of common pedagogical methods and resources for building foundational literacy, e.g.: > Balanced Literacy Approach (different domains and higher-order vs. lower-order skills) > Use of Home Language > Provision of a print-rich environment, towards building a strong reading habit.	Understanding of common pedagogical methods and resources for building foundational literacy, e.g.: > Balanced Literacy Approach (different domains and higher-order vs. lower-order skills) > Use of Home Language > Provision of a print-rich environment, towards building a strong reading habit.	Understanding of common pedagogical methods and resources for building foundational literacy, e.g.: > Balanced Literacy Approach (different domains and higher-order vs. lower-order skills) > Use of Home Language > Provision of a print-rich environment, towards building a strong reading habit.
	1d	Understanding of common pedagogical methods and resources for building foundational numeracy, e.g.: > Concrete-Pictorial-Abstract (or CPA) > Connecting classroom instruction to everyday life > Modelling, guided practice and independent practice towards procedural fluency.	Understanding of common pedagogical methods and resources for building foundational numeracy, e.g.: > Concrete-Pictorial-Abstract (or CPA) > Connecting classroom instruction to everyday life > Modelling, guided practice and independent practice towards procedural fluency.	Understanding of common pedagogical methods and resources for building foundational numeracy, e.g.: > Concrete-Pictorial-Abstract (or CPA) > Connecting classroom instruction to everyday life > Modelling, guided practice and independent practice towards procedural fluency.

	1e	Understanding of common activities towards broader aspects of child development (e.g. dialogues for socio-emotional skills, puzzles for building logic, story-telling for creative expression, field trips for environmental understanding, etc.)	Understanding of common activities towards broader aspects of child development (e.g. dialogues for socio-emotional skills, puzzles for building logic, story-telling for creative expression, field trips for environmental understanding, etc.)	Understanding of common activities towards broader aspects of child development (e.g. dialogues for socio-emotional skills, puzzles for building logic, story-telling for creative expression, field trips for environmental understanding, etc.)
	2a		Ability to select/modify pedagogical methods and resources, considering the classroom context and specific needs of different students.	Ability to select/modify pedagogical methods and resources, considering the classroom context and specific needs of different students.
	3a			Knowledge of how a few significant early childhood approaches are similar/different (e.g. Montessori, Waldorf, Reggio Emilia, IB Early Years, etc.)
	3b			Ability to create new methods and resources for various early childhood skills.
	3c			Ability to modify pedagogical methods and resources to address special needs.
CD.4 Content creation	1a	Understanding of well-written content and its different components (e.g. progression of a chapter, parts of a lesson etc.)	Understanding of well-written content and its different components (e.g. progression of a chapter, parts of a lesson etc.)	Understanding of well-written content and its different components (e.g. progression of a chapter, parts of a lesson etc.)
	2a		Ability to adapt the given content according to classroom/student needs.	Ability to adapt the given content according to classroom/student needs.
	3a			Ability to design and create content in the form of chapters, lesson plans, digital modules, etc.
CD.5 Planning for Instruction	1a	Understanding of a well-written lesson plan (e.g. components of a lesson plan like learning objectives, guided practice/independent practice, alignment of overall lesson with the objectives, etc.)	Understanding of a well-written lesson plan (e.g. components of a lesson plan like learning objectives, guided practice/independent practice, alignment of overall lesson with the objectives, etc.)	Understanding of a well-written lesson plan (e.g. components of a lesson plan like learning objectives, guided practice/independent practice, alignment of overall lesson with the objectives, etc.)
	2a		Knowledge of different types of planning resources (e.g. lesson plans, worksheets, posters, puzzles, games etc.) and the process for creating each.	Knowledge of different types of planning resources (e.g. lesson plans, worksheets, posters, puzzles, games etc.) and the process for creating each.

		2b		Ability to create a lesson plan considering the learning objective and the classroom context.	Ability to create a lesson plan considering the learning objective and the classroom context.
		3a			Ability to create/modify a given lesson plan for different groups of students according to their needs.
	CD.6 Coaching on Content and Planning	3a			Ability to review given content and provide feedback based on its context.
Technology in Education (covered in Content, Assessment and Classroom Communication standards but recapped here)	TE.1 ICT in Teaching-Learning	1a	Understanding of common ICT resources to support teaching-learning process, and the pros and cons of these in early childhood education (e.g. tools with in-built reading software for building foundational literacy, tools with in-built counting software for foundational numeracy, remote-controlled and programmable toys etc.)	Understanding of common ICT resources to support teaching-learning process, and the pros and cons of these in early childhood education (e.g. tools with in-built reading software for building foundational literacy, tools with in-built counting software for foundational numeracy, remote-controlled and programmable toys etc.)	Understanding of common ICT resources to support teaching-learning process, and the pros and cons of these in early childhood education (e.g. tools with in-built reading software for building foundational literacy, tools with in-built counting software for foundational numeracy, remote-controlled and programmable toys etc.)
		1b	Ability to use common ICT resources as teaching tools.	Ability to use relevant ICT resources as teaching tools.	Ability to use relevant ICT resources as teaching tools.
		2a		In-depth understanding of different purposes of technology and ability to identify specific topics where technology can significantly enhance learning and select appropriate ICT resources.	In-depth understanding of different purposes of technology and ability to identify specific topics where technology can significantly enhance learning and select appropriate ICT resources.
		2b		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.
		2c			Knowledge of developments related to technology in education and how they support teaching-learning processes in early childhood education.
	TE.2 ICT Beyond the Classroom	2a		Understanding of different purposes of technology in your organizational context ability to identify relevant tools (e.g. for curriculum planning, work planning, data analytics, reporting, collaboration, etc.)	Understanding of different purposes of technology in your organizational context ability to identify relevant tools (e.g. for curriculum planning, work planning, data analytics, reporting, collaboration, etc.)

Student Assessment and Remediation	SA.1 Assessment Objectives, Methods and Tools	1a	Understanding of the different objectives of assessment (e.g. diagnostic, formative, summative etc.), with specific focus on formative assessments in early childhood education.	Understanding of the different objectives of assessment (e.g. diagnostic, formative, summative etc.), with specific focus on formative assessments in early childhood education.	Understanding of the different objectives of assessment (e.g. diagnostic, formative, summative etc.), with specific focus on formative assessments in early childhood education.
		1b	Understanding of assessment tools and methods for Foundational Literacy and Numeracy that are integrated with learning, e.g.: > Show and tell sessions > Listening to stories and answering questions > Storytelling > Self-correcting materials > Games involving numbers > Puzzles like join-the-dots, etc. and many others.	Understanding of assessment tools and methods for Foundational Literacy and Numeracy that are integrated with learning, e.g.: > Show and tell sessions > Listening to stories and answering questions > Storytelling > Self-correcting materials > Games involving numbers > Puzzles like join-the-dots, etc. and many others.	Understanding of assessment tools and methods for Foundational Literacy and Numeracy that are integrated with learning, e.g.: > Show and tell sessions > Listening to stories and answering questions > Storytelling > Self-correcting materials > Games involving numbers > Puzzles like join-the-dots, etc. and many others.
		2a		Understanding of the best practices of assessment design, with focus on methods relevant for early childhood; e.g.: > Designing assessments that are integrated with learning and interaction > Using informal assessments as a powerful method > Using observation in a structured manner > Being clear about which competency a particular assessment or observation can bring out reliably etc.	Understanding of the best practices of assessment design, with focus on methods relevant for early childhood; e.g.: > Designing assessments that are integrated with learning and interaction > Using informal assessments as a powerful method > Using observation in a structured manner > Being clear about which competency a particular assessment or observation can bring out reliably etc.
	SA.2 Assessment Design for specific themes	1a	Ability to select/modify and implement assessments, including structured observations, considering the theme (e.g. foundational literacy, numeracy, etc.) and the classroom context.	Ability to select/modify and implement assessments, including structured observations, considering the theme (e.g. foundational literacy, numeracy, etc.) and the classroom context.	Ability to select/modify and implement assessments, including structured observations, considering the theme (e.g. foundational literacy, numeracy, etc.) and the classroom context.
		2a		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.

	3a			Ability to design and create content in the form of chapters, lesson plans, digital modules, etc.
SA.3 Insight from Assessment	1a	Ability to diagnose common and student-specific misconceptions i.e. identify what the misconceptions are (including ability to note this down in a structured manner even if it happens instinctively in an ECE classroom).	Ability to diagnose common and student-specific misconceptions i.e. identify what the misconceptions are (including ability to note this down in a structured manner even if it happens instinctively in an ECE classroom).	Ability to diagnose common and student-specific misconceptions i.e. identify what the misconceptions are (including ability to note this down in a structured manner even if it happens instinctively in an ECE classroom).
	2a		Ability to derive insights on common and student-specific misconceptions through assessment performance analysis and looking at patterns for the entire class.	Ability to derive insights on common and student-specific misconceptions through assessment performance analysis and looking at patterns for the entire class.
SA.4 Remediation and Feedback	1a	Ability to execute teaching-learning strategies provided to address common and student-specific misconceptions and gaps.	Ability to execute teaching-learning strategies provided to address common and student-specific misconceptions and gaps.	Ability to execute teaching-learning strategies provided to address common and student-specific misconceptions and gaps.
	2a		Ability to identify teaching-learning strategies, to address common and student-specific misconceptions and gaps in own classroom context; e.g.: > Reiterating or emphasizing elements like a print-rich environment or CPA, based on patterns in the gaps > Reiterating the use of play or music or art, based on patterns in student learning styles > Specifically re-introducing a concept differently or a previous concept based on misconceptions.	Ability to identify teaching-learning strategies, to address common and student-specific misconceptions and gaps in own classroom context; e.g.: > Reiterating or emphasizing elements like a print-rich environment or CPA, based on patterns in the gaps > Reiterating the use of play or music or art, based on patterns in student learning styles > Specifically re-introducing a concept differently or a previous concept based on misconceptions.
	2b		Ability to relate data from student observations and assessments with other student and classroom characteristics (e.g. learning styles, classroom environment and resources, interpersonal relations in the class, etc.).	Ability to relate data from student observations and assessments with other student and classroom characteristics (e.g. learning styles, classroom environment and resources, interpersonal relations in the class, etc.).
SA.5 Coaching on Assessment and Remediation	3a			Ability to review a given assessment or observation design in a given context, and provide feedback.

		3b			Ability to review insights/remediation measures derived from performance analysis and provide feedback.
Classroom Communication	CC.1 Classroom Management Techniques	1a	<p>Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc., in a manner that leads to a positive classroom culture, e.g.:</p> <ul style="list-style-type: none"> > Setting norms and routines (class rules, circle time, role play, etc.) > Practising positive reinforcement (redirection, time-out, selective ignoring, problem-solving approach etc.) > Managing multi-grade classrooms (differentiated instruction, connecting teaching to real-life situations etc.) 	<p>Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc., in a manner that leads to a positive classroom culture, e.g.:</p> <ul style="list-style-type: none"> > Setting norms and routines (class rules, circle time, role play, etc.) > Practising positive reinforcement (redirection, time-out, selective ignoring, problem-solving approach etc.) > Managing multi-grade classrooms (differentiated instruction, connecting teaching to real-life situations etc.) 	<p>Understanding of common classroom management techniques for involvement, positive disciplining, addressing diversity etc., in a manner that leads to a positive classroom culture, e.g.:</p> <ul style="list-style-type: none"> > Setting norms and routines (class rules, circle time, role play, etc.) > Practising positive reinforcement (redirection, time-out, selective ignoring, problem-solving approach etc.) > Managing multi-grade classrooms (differentiated instruction, connecting teaching to real-life situations etc.)
		1b	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 Teaching-Learning Process in the Classroom	1a	Ability to use appropriate language in terms of student context, (including home language) relatable examples and sensitivity to the child.	Ability to use appropriate language in terms of student context, (including home language) relatable examples and sensitivity to the child.	Ability to use appropriate language in terms of student context, (including home language) relatable examples and sensitivity to the child.
		1b	Ability to use various pedagogical methods and tools for building foundational literacy and foundational numeracy.	Ability to use various pedagogical methods and tools for building foundational literacy and foundational numeracy.	Ability to use various pedagogical methods and tools for building foundational literacy and foundational numeracy.
		1c	Ability to use activities that allow integration of environmental understanding (natural, social, cultural) with foundational literacy and numeracy.	Ability to use activities that allow integration of environmental understanding (natural, social, cultural) with foundational literacy and numeracy.	Ability to use activities that allow integration of environmental understanding (natural, social, cultural) with foundational literacy and numeracy.
		1d	Ability to create spaces for students to collaborate and engage in peer learning which will build broader skills.	Ability to create spaces for students to collaborate and engage in peer learning which will build broader skills.	Ability to create spaces for students to collaborate and engage in peer learning which will build broader skills.

	1e	Ability to use activities towards broader aspects of child development (including sensory and motor skills, communication, logic, creative expression, social-emotional skills, etc.)	Ability to use activities towards broader aspects of child development (including sensory and motor skills, communication, logic, creative expression, social-emotional skills, etc.)	Ability to use activities towards broader aspects of child development (including sensory and motor skills, communication, logic, creative expression, social-emotional skills, etc.)
	2a		Ability to adapt content delivery to the learning levels of the class, different classroom settings and specific groups of students, and use 'live' situations in the classroom to adapt teaching-learning 'on the go'.	Ability to adapt content delivery to the learning levels of the class, different classroom settings and specific groups of students, and use 'live' situations in the classroom to adapt teaching-learning 'on the go'.
	3a			Ability to adapt the pedagogical methods and resources 'on the go' to incorporate implicit student feedback.
CC.3 Involvement, Pace and Individual Attention	1a	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.
	1b	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.
	1c	Ability to use simple tools to support various behaviours and needs (e.g. simple methods to avoid distraction, maintain discipline, avoid conflict among children, etc.)	Ability to use simple tools to support various behaviours and needs (e.g. simple methods to avoid distraction, maintain discipline, avoid conflict among children, etc.)	Ability to use simple tools to support various behaviours and needs (e.g. simple methods to avoid distraction, maintain discipline, avoid conflict among children, etc.)
	2a		Ability to effectively utilize resources for a conducive learning environment.	Ability to effectively utilize resources for a conducive learning environment.
	2b		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.
	2c		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.

	CC.4 Online Classroom Communication	1a	Ability to use tools and techniques for online classroom management (e.g. simple video conference and learning management systems, messaging tools, techniques like physical assignments combined with online touch-points, etc.).	Ability to use tools and techniques for online classroom management (e.g. simple video conference and learning management systems, messaging tools, techniques like physical assignments combined with online touch-points, etc.).	Ability to use tools and techniques for online classroom management (e.g. simple video conference and learning management systems, messaging tools, techniques like physical assignments combined with online touch-points, etc.).
		2a		Ability to regularly modify style and pace as needed, to ensure continuous involvement of all students.	Ability to regularly modify style and pace as needed, to ensure continuous involvement of all students.
	CC.5 Coaching on Classroom Communication	3a			Ability to observe other teachers' classrooms in a structured manner, identify positives and gap areas and provide feedback.
Life Skills Integration (also called 21st Century Skills)	LS.1 Creativity, Critical Thinking, Decision-making, Continuous Learning	1a	Understanding of pedagogical methods to build creativity, critical thinking, decision-making and continuous learning (e.g. asking open-ended questions, conducting group activities, problem-solving games, play-based learning etc.)	Understanding of pedagogical methods to build creativity, critical thinking, decision-making and continuous learning (e.g. asking open-ended questions, conducting group activities, problem-solving games, play-based learning etc.)	Understanding of pedagogical methods to build creativity, critical thinking, decision-making and continuous learning (e.g. asking open-ended questions, conducting group activities, problem-solving games, play-based learning etc.)
		1b	Ability to select/modify relevant activities and discussion questions and integrate them into regular lesson plans.	Ability to select/modify relevant activities and discussion questions and integrate them into regular lesson plans.	Ability to select/modify relevant activities and discussion questions and integrate them into regular lesson plans.
		1c	Ability to select and implement short assessments and derive insights on students' creativity, critical thinking and decision-making.	Ability to select and implement short assessments and derive insights on students' creativity, critical thinking and decision-making.	Ability to select and implement short assessments and derive insights on students' creativity, critical thinking and decision-making.
		2a		Ability to create activities and assessments that can help integrate creativity, critical thinking and decision-making, into various subject lessons.	Ability to create activities and assessments that can help integrate creativity, critical thinking and decision-making, into various subject lessons.
		2b		Ability to create lesson plans that allow for a component of continuous self-learning by students.	Ability to create lesson plans that allow for a component of continuous self-learning by students.

LS.2 Social-Emotional Skills: Communication, Collaboration, Empathy	1a	Knowledge of what behaviours demonstrate social-emotional skills or lack of them (e.g. following simple instructions, communicating with other children, cooperating or getting along, focusing on a task, using polite words, appreciating others and showing empathy, showing enthusiasm, etc.)	Knowledge of what behaviours demonstrate social-emotional skills or lack of them (e.g. following simple instructions, communicating with other children, cooperating or getting along, focusing on a task, using polite words, appreciating others and showing empathy, showing enthusiasm, etc.)	Knowledge of what behaviours demonstrate social-emotional skills or lack of them (e.g. following simple instructions, communicating with other children, cooperating or getting along, focusing on a task, using polite words, appreciating others and showing empathy, showing enthusiasm, etc.)
	1b	Ability to develop and promote social-emotional skills in children using various techniques through day-to-day classroom interactions (e.g. teacher modeling, demonstrations, roleplaying etc.)	Ability to develop and promote social-emotional skills in children using various techniques through day-to-day classroom interactions (e.g. teacher modeling, demonstrations, roleplaying etc.)	Ability to develop and promote social-emotional skills in children using various techniques through day-to-day classroom interactions (e.g. teacher modeling, demonstrations, roleplaying etc.)
	2a		Ability to create lesson plans that integrate understanding of and display of social-emotional skills.	Ability to create lesson plans that integrate understanding of and display of social-emotional skills.
LS.3 Technology skills	1a	Understanding of broader perspectives related to technology (e.g. digital safety, online behaviours, health implications etc.)	Understanding of broader perspectives related to technology (e.g. digital safety, online behaviours, health implications etc.)	Understanding of broader perspectives related to technology (e.g. digital safety, online behaviours, health implications etc.)
	1b	Ability to emphasize digital safety, intellectual property, etc. in activities and assessments.	Ability to emphasize digital safety, intellectual property, etc. in activities and assessments.	Ability to emphasize digital safety, intellectual property, etc. in activities and assessments.
LS.4 Values	1a	Knowledge of what student behaviours demonstrate important values (such as honesty, hard work, focus on quality, care for others, etc.).	Knowledge of what student behaviours demonstrate important values (such as honesty, hard work, focus on quality, care for others, etc.).	Knowledge of what student behaviours demonstrate important values (such as honesty, hard work, focus on quality, care for others, etc.).
	1b	Ability to demonstrate values through day-to-day classroom interactions.	Ability to demonstrate values through day-to-day classroom interactions.	Ability to demonstrate values through day-to-day classroom interactions.
Professional Competencies				

Self Development	SD.1 Reflection	1a	Ability to reflect on your overall strengths, areas of improvement and teaching practices by making explicit connections to student/classroom outcomes.	Ability to reflect on your overall strengths, areas of improvement and teaching practices by making explicit connections to student/classroom outcomes.	Ability to reflect on your overall strengths, areas of improvement and teaching practices by making explicit connections to student/classroom outcomes.
		2a		Ability to make changes in teaching practices to improve student/classroom outcomes based on your reflections.	Ability to make changes in teaching practices to improve student/classroom outcomes based on your reflections.
		3a			Ability to assess the impact of professional growth initiatives on teaching practices and student achievements.
	SD.2 Professional Growth and Knowledge Sharing	1a	Ability to continuously work on improving your competencies (e.g. after identifying which competencies one would like to work on, observing other teachers who do the same thing well, reading materials or watching videos that bring out a particular practice, trying out new things in the classroom and making notes on how it work or did not work, etc.).	Ability to continuously work on improving your competencies (e.g. after identifying which competencies one would like to work on, observing other teachers who do the same thing well, reading materials or watching videos that bring out a particular practice, trying out new things in the classroom and making notes on how it work or did not work, etc.).	Ability to continuously work on improving your competencies (e.g. after identifying which competencies one would like to work on, observing other teachers who do the same thing well, reading materials or watching videos that bring out a particular practice, trying out new things in the classroom and making notes on how it work or did not work, etc.).
		1b	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 apply outcomes of professional growth initiatives to improve teaching practices and student achievements.
		2a		Ability to share learning in different settings.	Ability to share learning in different settings.
		3a			Ability to contribute to the profession, by writing, researching, creating lesson plans, etc.
	Teamwork and Leadership	TL.1 Teamwork	1a	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.

		1b	Ability to receive and respond to professional feedback (including collaboratively agreed upon feedback based on self-reflection, brainstorming, having dialogues together etc.)	Ability to receive and respond to professional feedback (including collaboratively agreed upon feedback based on self-reflection, brainstorming, having dialogues together etc.)	Ability to receive and respond to professional feedback (including collaboratively agreed upon feedback based on self-reflection, brainstorming, having dialogues together etc.)
		1c	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.
		3a			Ability to make relevant team decisions and setting norms.
		3b			Ability to provide feedback constructively to peers and other teachers.
	TL.2 Leadership	2a		Ability to lead teams or groups in teaching-learning activities as well as organizational activities (e.g. a community connect project, organizing a parent workshop, helping the school get some resources, etc.).	Ability to lead teams or groups in teaching-learning activities as well as organizational activities (e.g. a community connect project, organizing a parent workshop, helping the school get some resources, etc.).
		2b		Ability to take initiatives beyond your defined role.	Ability to take initiatives beyond your defined role.
		3a			Understanding of the best practices for leadership and coaching (e.g. how to coach different people based on their skill and will levels in a particular area, how to change one's coaching approach over time, how to be decisive and still build consensus, how to handle conflict, etc.).
		3b			Ability to coach less experienced teachers in a constructive and impactful manner and implement way to motivate them.
Positive Relationship with Students	RS.1 Respect in Interaction	1a	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.

		1b	Ability to role model positive behaviour.	Ability to role model positive behaviour.	Ability to role model positive behaviour.
		2a		Ability to address and leverage dissent or obstructive behaviour, constructively.	Ability to address and leverage dissent or obstructive behaviour, constructively.
	RS.2 Focus on Students	1a	Understanding various aspects of holistic development of students and connecting that to what is covered in the classroom.	Understanding various aspects of holistic development of students and connecting that to what is covered in the classroom.	Understanding various aspects of holistic development of students and connecting that to what is covered in the classroom.
		2a		Ability to set high standards on what is expected from students	Ability to set high standards on what is expected from students
		2b		Ability to develop individual plans for different students, by collaborating with stakeholders (including school principal, other teachers, parents, community etc.)	Ability to develop individual plans for different students, by collaborating with stakeholders (including school principal, other teachers, parents, community etc.)
3a			Ability to identify students in need of exceptional support and work towards providing relevant support (e.g. long term academic and SEL support, make the case for a policy exception to school administration if required, etc.)		
Involvement of Parents and Community	RP.1 Parent Involvement	1a	Ability to convey status, trajectory and progress of the student appropriately to his/her parents (including partnership with parents towards student learning especially at the classroom level)	Ability to convey status, trajectory and progress of the student appropriately to his/her parents (including partnership with parents towards student learning especially at the classroom level)	Ability to convey status, trajectory and progress of the student appropriately to his/her parents (including partnership with parents towards student learning especially at the classroom level)
		1b	Understanding of the importance of parental engagement in a child's development and common approaches used to engage them.	Understanding of the importance of parental engagement in a child's development and common approaches used to engage them.	Understanding of the importance of parental engagement in a child's development and common approaches used to engage them.
	RP.2 Community Involvement	1a	Understanding of simple techniques for community involvement in education.	Understanding of simple techniques for community involvement in education.	Understanding of simple techniques for community involvement in education.
		3a			Ability to develop and lead parent and community engagement activities at an overall school level.

Problem Solving Ability	PS.1 Problem Solving Ability	1a	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.
		2a		Ability to try multiple approaches for problem solving through different techniques, (such as removing boundary constraints, analyzing analogies) and specifically connecting student outcomes to teacher practices etc.	Ability to try multiple approaches for problem solving through different techniques, (such as removing boundary constraints, analyzing analogies) and specifically connecting student outcomes to teacher practices etc.
		3a			Ability to come to a decision after exploring multiple problem-solving approaches.
Work Planning and Time Management	WP.1 Work Planning	1a	Ability to plan your activities and be punctual.	Ability to plan your activities and be punctual.	Ability to plan your activities and be punctual.
		1b	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.
		2a		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.
		3a			Ability to define goals and develop an appropriate plan to achieve them.
	WP.2 Coaching on Work Planning	3a			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 of Policies	1a	Knowledge of commonly used school and government policies in early childhood education (e.g. RTE, POCSO, NEP 2020, no corporal punishment etc.)	Knowledge of commonly used school and government policies in early childhood education (e.g. RTE, POCSO, NEP 2020, no corporal punishment etc.)	Knowledge of commonly used school and government policies in early childhood education (e.g. RTE, POCSO, NEP 2020, no corporal punishment etc.)

	UP.2 Compliance to Policies	1a	Consistent compliance with common policies.	Consistent compliance with common policies.	Consistent compliance with common policies.
		2a		Ability to explain policies to peers, students and parents.	Ability to explain policies to peers, students and parents.
	UP.3 Policy Development	3a			Ability to engage in the process for development and updation of school policies (e.g. share their view on current school policies and possible alternatives wherever relevant.)
Core Competencies					
Logical Ability	LA.1 Logical Ability	1a	Fundamental logical ability (e.g. ability to recognize patterns, linkages etc.)	Fundamental logical ability (e.g. ability to recognize patterns, linkages etc.)	Fundamental logical ability (e.g. ability to recognize patterns, linkages etc.)
Communication	CM.1 Language	1a	Ability to identify and use correct and age-appropriate language (e.g. words used with correct meaning, good grammar and sentence structure, words that children can understand while still introducing new vocabulary gradually, etc.)	Ability to identify and use correct and age-appropriate language (e.g. words used with correct meaning, good grammar and sentence structure, words that children can understand while still introducing new vocabulary gradually, etc.)	Ability to identify and use correct and age-appropriate language (e.g. words used with correct meaning, good grammar and sentence structure, words that children can understand while still introducing new vocabulary gradually, etc.)
	CM.2 Sensitivity	1a	Understanding of sensitivity in communication in various contexts.	Understanding of sensitivity in communication in various contexts.	Understanding of sensitivity in communication in various contexts.
	CM.3 Expression Clarity and Structure in Verbal Communication	1a	Ability to express a thought clearly in a structured manner in verbal communication.	Ability to express a thought clearly in a structured manner in verbal communication.	Ability to express a thought clearly in a structured manner in verbal communication.
	CM.4 Listening Comprehension	1a	Ability to listen attentively to interpret and extract relevant information.	Ability to listen attentively to interpret and extract relevant information.	Ability to listen attentively to interpret and extract relevant information.
	CM.5 Expression Clarity and Structure in Written Communication	1a	Ability to express a thought clearly in a structured manner in written communication.	Ability to express a thought clearly in a structured manner in written communication.	Ability to express a thought clearly in a structured manner in written communication.
	CM.6 Reading Comprehension	1a	Ability to read any given content to interpret and extract relevant information.	Ability to read any given content to interpret and extract relevant information.	Ability to read any given content to interpret and extract relevant information.

Technological awareness	TA.1 Computer Literacy	1a	Ability to use computers at a basic level (e.g. knowing how to use the keyboard, screen and mouse, using basic software and applications, accessing the internet etc.)	Ability to use computers at a basic level (e.g. knowing how to use the keyboard, screen and mouse, using basic software and applications, accessing the internet etc.)	Ability to use computers at a basic level (e.g. knowing how to use the keyboard, screen and mouse, using basic software and applications, accessing the internet etc.)
	TA.2 Safe usage of technology	1a	Ability to use technology responsibly (including ability to check authenticity, adherence to data privacy and intellectual property rights etc.)	Ability to use technology responsibly (including ability to check authenticity, adherence to data privacy and intellectual property rights etc.)	Ability to use technology responsibly (including ability to check authenticity, adherence to data privacy and intellectual property rights etc.)

Section B: MINDSETS

MINDSETS					
Student-centred mindset, with belief in Holistic Development	MS1. Student-centred Mindset	1a	Keeping the student and impact on the student, central to your decisions and actions (e.g. believing all children can learn if they have appropriate support)	Keeping the student and impact on the student, central to your decisions and actions (e.g. believing all children can learn if they have appropriate support)	Keeping the student and impact on the student, central to your decisions and actions (e.g. believing all children can learn if they have appropriate support)
	MS1. Holistic Development	1b	Appreciating the importance of intellectual, physical, emotional, psychological and social development of children.	Appreciating the importance of intellectual, physical, emotional, psychological and social development of children.	Appreciating the importance of intellectual, physical, emotional, psychological and social development of children.
	MS1. Social Context Importance	1c	Belief in the importance of incorporating social context into a child's education.	Belief in the importance of incorporating social context into a child's education.	Belief in the importance of incorporating social context into a child's education.
Belief in all Students	MS2. Focus on Excellence	1a	Are keen for every student to strive for excellence and believe that every student can.	Are keen for every student to strive for excellence and believe that every student can.	Are keen for every student to strive for excellence and believe that every student can.
	MS2. Positive Reinforcement	1b	Belief in the need for positive reinforcement and displaying this towards all students.	Belief in the need for positive reinforcement and displaying this towards all students.	Belief in the need for positive reinforcement and displaying this towards all students.

	MS2. Inclusiveness	1c	Believe in all students (including those with physical, mental, learning, economic and other challenges) and actively promote inclusion.	Believe in all students (including those with physical, mental, learning, economic and other challenges) and actively promote inclusion.	Believe in all students (including those with physical, mental, learning, economic and other challenges) and actively promote inclusion.
	MS2. Non-isolation	1d	Belief in non-isolation of any student with a different need and actively promote inclusion.	Belief in non-isolation of any student with a different need and actively promote inclusion.	Belief in non-isolation of any student with a different need and actively promote inclusion.
Parent and Community Importance	MS3. Parent and Community Importance	1a	Appreciating and respecting the importance of parental and community engagement for a child's development.	Appreciating and respecting the importance of parental and community engagement for a child's development.	Appreciating and respecting the importance of parental and community engagement for a child's development.
Initiative and Drive	MS4. Proactiveness	1a	Proactiveness in stepping up for relevant activities.	Proactiveness in stepping up for relevant activities.	Proactiveness in stepping up for relevant activities.
	MS4. Drive	1b	Focus towards completion of tasks in teaching-learning areas as well as areas of school organisation.	Focus towards completion of tasks in teaching-learning areas as well as areas of school organisation.	Focus towards completion of tasks in teaching-learning areas as well as areas of school organisation.
	MS4. Rigor	1c	Rigor and focus on detail in teaching-learning as well as areas of school organisation.	Rigor and focus on detail in teaching-learning as well as areas of school organisation.	Rigor and focus on detail in teaching-learning as well as areas of school organisation.
		1d	Motivating students to be rigorous in their approach to work (e.g. pushing children to think of different approaches).	Motivating students to be rigorous in their approach to work (e.g. pushing children to think of different approaches).	Motivating students to be rigorous in their approach to work (e.g. pushing children to think of different approaches).
Continuous Learning	MS5. Continuous Learning Mindset	1a	View learning as a lifelong process and constantly engage in it.	View learning as a lifelong process and constantly engage in it.	View learning as a lifelong process and constantly engage in it.