Federal Ministry
Education
Republic of Austria



Career profile for **teachers**

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Compiled by experts in education, academia and research

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Preamble

“Teaching isn’t any old job – it’s a calling.”

These words sum up the exceptionally high level of intrinsic motivation that teachers possess. The deep personal commitment that they have to their profession is of inestimable value to our education system.

Hardly any other profession is as closely connected to the spirit of the times as that of our teachers. Every school year brings a new cohort of pupils; each generation has its own perspectives and attitudes, its own language and ways of communicating – and develops all of these aspects during its time at school. Teachers therefore consistently demonstrate openness and flexibility, whilst remaining inquisitive and adaptable.

Teachers are not soloists in their profession. They are part of an orchestra. Their work only truly comes into its own through collaboration with colleagues and professionals from other fields. Ideally, therefore, being a teacher is both **a calling and a profession.** This document attempts to provide a comprehensive overview of the **profession,** informed by academic expertise.

The passion of our teachers, their enthusiasm for working with young people, their caring nature, their helping hands, their willingness to listen, and their perseverance when it comes to their pupils’ concerns – capturing all this in a single text is virtually impossible.

In the long run, such passion and commitment demand a great deal of energy. It is therefore all the more important that teachers not only have the best possible working conditions, but also receive the social recognition that befits the significance of their role.

About the document

The teaching profession and the school system are already governed by a wide **range of standards.** Curricula at universities and University Colleges of Teacher Education shape teachers' initial, advanced and ongoing professional development. The **Contract Staff Act** sets out teaching staff's duties. **Circulars and decrees** further detail the legal framework in **implementing regulations.** The **school curricula** describe content, general didactic principles and cross-curricular themes. The White Paper on the **Governance of the School System in Austria** (2019) sets out the framework of the education system within which teachers operate. The **Quality Framework for Schools** (2020) describes the key characteristics that define school quality and addresses not only school leaders but also, more specifically, teachers. The **School Leadership Profile** (2019) offers practical guidance for effective school leadership.

This framework of interrelated standards is complemented by this career profile. It places **teachers themselves at the forefront** and describes their profession in terms of **four fields of action** and the **activities** within them. Furthermore, teachers and their profession are constantly subject to **influencing factors** that are out of their control: both long-term developments that are changing the world and, consequently, schools, and sudden historical events that befall us. The ability to deal with these effectively requires certain **fundamental attitudes.** These can be fostered, but they may also be expected of those who are (or wish to be) teachers.

Only when teachers are guided by the fundamental attitudes described here can they be **self-assured and self-determined** in their profession. Only when they are aware that, in the course of their work, they will operate in all the fields of action described here can they be successful in their profession. All stakeholders in the education sector share one common goal: to ensure that the necessary temporal and spatial conditions are provided

so that teachers, as a teaching team, can work together to deliver high-quality teaching and carry out all the necessary tasks at their school. Only when the stakeholders and institutions that shape the profession see it as the interplay of all the fields of action described here will they be able to do justice to its design and ongoing development.

The career profile describes the profession across all **types and categories of school** and is designed to remain applicable in the long term. The wording is therefore designed to be as generally applicable as possible. Not all teachers will perform all the tasks described to the same extent. The career profile thus also serves as an anchor for further **internal differentiation within the profession,** with tasks being allocated according to teachers' focus and profile; teachers then coordinate these tasks amongst themselves and carry them out in a way that supports and complements one another within the teaching staff.

The career profile does not describe the current state of affairs, but rather the **desired state.** It serves as a **basis** for the **future design** and **development** of the profession and is intended to serve as a **reference point** for any **proposed reforms** relating to the teaching profession, as well as for **measures** aimed at the profession: in **initial, advanced and ongoing professional development,** in a**pplication and recruitment processes,** in s**taff deployment** and in **strategic human resources development.**

Being a teacher in the 21st century

The 21st century world is a complex place. New challenges are emerging all the time. Every aspect of work and life is subject to constant change. Consequently, teachers frequently find themselves helping their pupils navigate situations that are new or unexpected even for the teachers themselves.

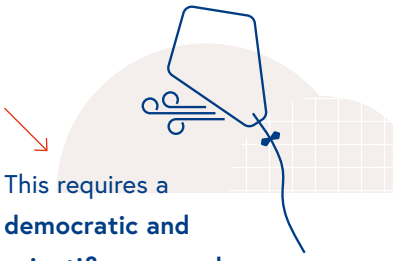
In the wake of constant social, demographic, cultural, economic, academic, environmental and technological changes, the world of education – and by extension the teaching profession – is also changing. Teachers find themselves facing sudden challenges and opportunities, but also long-term developments that only gradually come to light, yet are all the more far-reaching for it. No training programme or degree course can – or should – fully prepare teachers for every eventuality, event or development.

This makes it all the more important that teachers approach their profession with certain fundamental attitudes and work to continually refine them. Apart from being naturally well-disposed towards (young) people – something that goes without saying in the teaching profession – teachers must also actively identify with the fundamental principles of the Austrian Constitution; these are the fundamental attitudes that are ultimately indispensable for teachers. It is only on the solid foundation of these fundamental attitudes that teachers can tackle any situation with confidence and guide development with self-assurance. Acting on the basis of these fundamental attitudes means acting with confidence. The education system ensures that the necessary framework is in place for teachers to act with confidence.

Democracy and science

Trust in our democracy, which governs how we live together, and trust in science, whose discourse and findings shape the world and how we see it, provide the foundation of our society. This trust arises from **understanding.** Understanding arises from **interest.** Fostering both of these qualities in our pupils is something that requires society as a whole to play its part, and our teachers have a key role to play in this.

Teachers' actions are therefore underpinned, on the one hand, by the need to put democratic processes, collective decision-making, the respectful and informed exchange of views, mutual listening and respect for both majorities and minorities into practice – even on a small scale – within the framework of a genuine school partnership. On the other hand, teachers promote critical thinking, the gathering and analysis of facts, findings, and evidence-based decision-making and action.

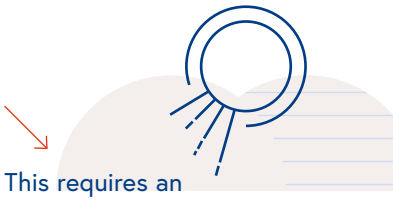


This requires a **democratic and scientific approach.**

Europe and internationalisation

Austria sits at the heart of a united Europe and is strongly interconnected internationally. In particular, the process of European unification means far more than simply incorporating the European Union's institutions into political education. Our schools, our pupils and our teachers are now – and will increasingly be in the future – operating within the European Education Area, where cross-border learning and studying, teaching and instructing, training and working are possible and are increasingly becoming the norm. To feel at home in this area and act confidently within it, those operating within it need not only linguistic and intercultural skills but also practical experience of the European Union at every level.

Taking part in **European and international school partnerships, exchange programmes for pupils, work placements abroad** and **cross-border training and continuing education** can therefore also form part of every teacher's responsibilities.



This requires an **open-minded, pro-European outlook.**

Cultural change and socio-demographic trends

Austria's demographic trends are largely shaped by immigration. **Cultural, linguistic, ethnic** and religious diversity within our society is steadily **increasing,** bringing with it both opportunities and challenges. Given these societal changes and socio-demographic developments, **intercultural skills** are an essential requirement if teachers are to carry out their profession successfully.



This requires a **pluralistic approach** based on **human and civil rights.**

Teachers work to promote a school environment based on **cohesion, acceptance, tolerance** and **solidarity,** in which differences are not seen as flaws and young people can develop their personalities in an environment that is **free from discrimination and prejudice.** Teachers actively promote an attitude of appreciation towards multilingualism and cultural diversity as a resource, which is deliberately incorporated into their teaching. They combine respect for traditions and practices in Austrian cultural life, as well as their own cultural roots, with a high degree of open-mindedness, fostering a cosmopolitan and respectful coexistence.

Digital transformation and technological development

The **digital transformation** of our society continues to accelerate, driven in part by the rapid development and application of artificial intelligence. An ever-increasing number of digital services and data are becoming available and exerting a growing influence on (almost) all areas of life.

This includes a changing labour market, new job profiles and demand for **digital skills that are relevant to the 21st century.** As a result, promising new opportunities may open up in the future in the fields of learning, teaching, and initial and continuing education. Education is the key to empowering all citizens to understand these developments, participate in them and help shape them.

It is important to address both the **individual** and **societal dimensions of digitalisation** and to understand it as being part of a far-reaching cultural transformation. Digital literacy is therefore the starting point that allows all citizens to use data, digital technologies and infrastructure with confidence and in a thoughtful manner, whilst respecting data protection, so that they can participate actively in political decision-making, societal developments and the labour market.

Teachers effectively teach pupils to **engage critically with digital media.** They use **innovative and pupil-centred teaching and learning methods** designed to **foster critical and creative thinking** and, as part of an ongoing social learning process, **to create safe and high-quality learning environments and content.**



This requires a **mindset that is open to progress and conducive to innovation.**

Climate change and sustainable development

In view of the scale of the environmental and climate crisis, schools have a vital role to play in providing young people with education for sustainable development and environmentally sustainable ways of living, and in involving them in devising solutions for the transition to a green economy and in taking action to ensure a sustainable future.

Teachers support pupils in developing the knowledge, skills and attitudes they need to live more sustainably, to change their consumption and production patterns, to adopt healthier lifestyles and – both individually and collectively – to contribute to a more sustainable economy and society. They also promote an understanding of the interconnected global challenges we face, including the climate crisis, environmental degradation, resource scarcity and the loss of biodiversity, all of which carry ecological, social, economic and cultural implications.



This requires a **fundamental commitment to climate and environmental protection and sustainability.**

Overview

FIELD OF ACTION

Developing yourself and your own actions

Teachers are lifelong learners. They …

1. actively shape their own careers in line with their personal strengths and interests.
2. regularly seek feedback from pupils, colleagues and the school leadership and factor this into their professional development. They continue their professional development, keep track of the latest research and link their expertise to current developments.
3. maintain regular exchanges, both within and outside the school, on good subject-specific, educational and modern (digitally supported) teaching practices, and support one another in challenging situations.

FIELD OF ACTION

Contributing to school development

Teachers are team players and they help shape their school. They …

1. work with the school leadership to establish the school's educational principles and use these as a guide when planning their lessons.
2. actively contribute to the school's process of quality improvement and take part in school development projects. They actively participate in evaluations, contribute their experiences of improving the quality of their teaching to the school's development, and, as a whole teaching staff, make improvements based on the findings of these evaluations.
3. take on educational and organisational tasks to shape school life.

Guiding and supporting pupils

FIELD OF ACTION

Teachers act as their pupils' mentors, role models and talent scouts. They …

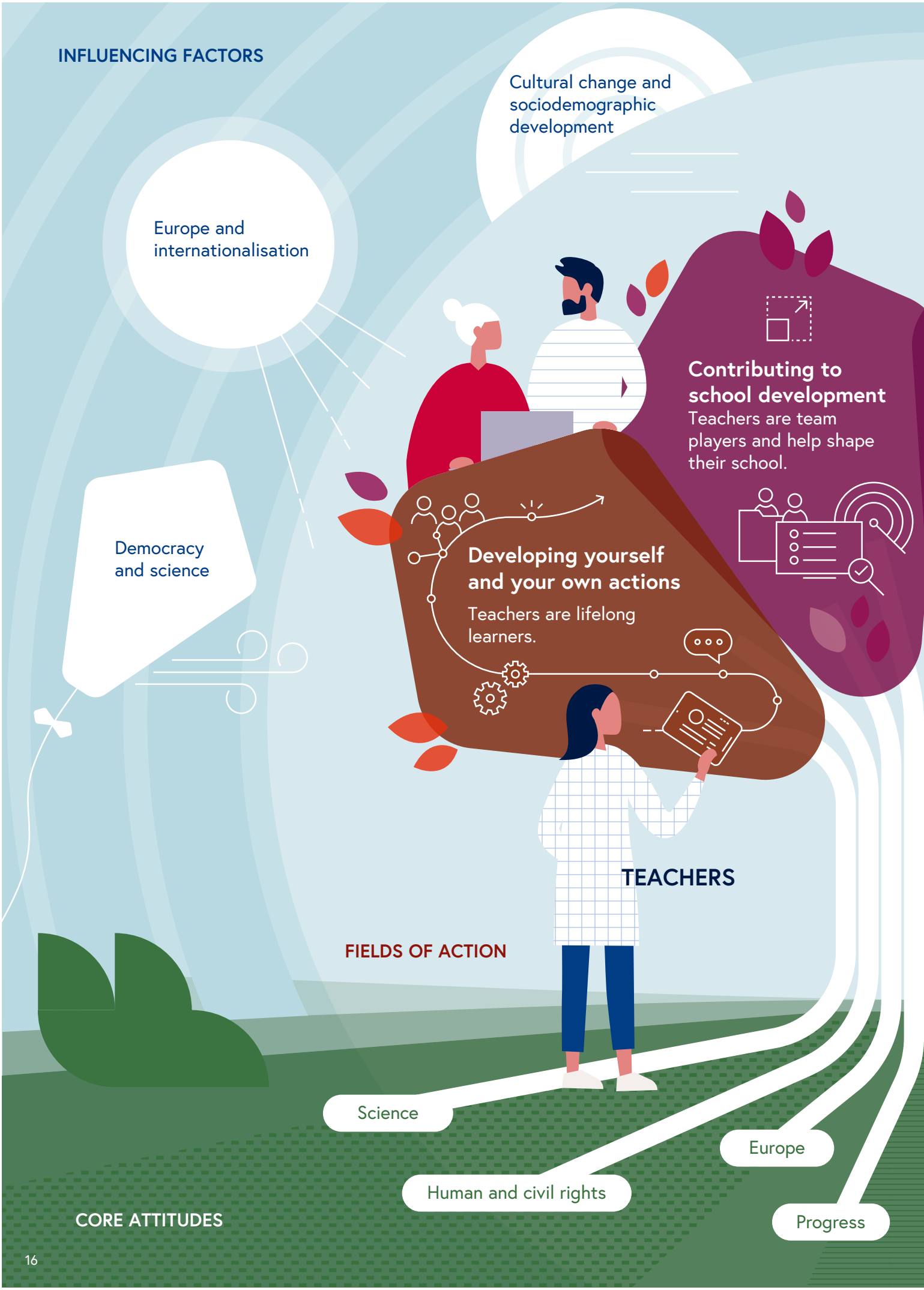
1. combine teaching and support sessions to enable the best possible individual support for pupils.
2. recognise and nurture talents and abilities without prejudice, and prevent potential discrimination on the grounds of pupils' gender, sexual orientation, ethnicity, background, first language, disability, religion or beliefs.
3. support pupils in challenging life situations, whilst respecting their own limits, and refer pupils to qualified counselling services.
4. involve parents and guardians in taking responsibility for their children's education and development, and strive to establish a partnership.

Learning and teaching

FIELD OF ACTION

Teachers are specialists in learning and teaching. They …

1. assess and document their pupils' different baseline learning levels using a variety of tools (including digital ones).
2. plan learning objectives collaboratively and develop effective, competence-oriented learning tasks.
3. design analogue and digital learning environments that support individual and collaborative learning and encourage positive social interactions.
4. use digital learning-management systems and learning platforms to create innovative teaching and learning formats, and empower pupils to use digital media in a thoughtful manner.
5. teach in a competence-oriented manner, in particular by guiding and supporting pupils to complete tasks independently.
6. combine continuous feedback on progress with systematic, individual learning development guidance. They are familiar with the Performance Assessment Regulations and make use of the framework and opportunities they provide.


INFLUENCING FACTORS
Cultural change and sociodemographic development
Europe and internationalisation
Democracy and science
Contributing to school development
Teachers are team players and help shape their school.
Developing yourself and your own actions
Teachers are lifelong learners.
TEACHERS
FIELDS OF ACTION
Science
Europe
Human and civil rights
Progress
CORE ATTITUDES


Digital transformation and technological development
Guiding and supporting pupils
Teachers act as their pupils' mentors, role models and talent scouts.
Learning and teaching
Teachers are specialists in learning and teaching.
Climate change and sustainable development
Democracy
Pluralism
Climate action
Tradition
Open-mindedness

1

FIELD OF ACTION

Developing yourself and your own actions

School is, and always has been, subject to perpetual change: not only do the curriculum, teaching methods, pedagogy and current events – in which the curriculum is embedded – change regularly, but the challenges that young people face and their understanding of values also differ from one generation to the next. At school, people from different generations interact closely and benefit by learning from one another. Teachers are themselves part of the learning process. They lay the foundations for future generations to work together creatively to solve the challenges ahead, and in doing so are themselves challenged to understand and help shape these changing environments time and again.

Professional development is not just an individual matter. It happens primarily through dialogue – not only with the school leadership, colleagues and other professionals working at the school, but also with the pupils. In this sense, teachers are constantly developing: reflecting on and refining their understanding of their own role, networking with colleagues, working as a team and supporting one another, giving and receiving feedback, and shaping their own career paths.



This process of professional development is underpinned by a fundamentally positive outlook on life, an openness to new ideas, a spirit of self-reflection, mutual respect, a genuine enjoyment of working with people and, ultimately, commitment and perseverance.

1.1 Shaping your own career path

Teachers actively shape their own careers in line with their personal strengths and interests.

Although teachers choose their profession when they begin their university studies, a range of professional development pathways remain open to them. For example, at school, they can take on pedagogical tasks (e.g. pupil and educational counselling, career advice or projects relating to the school's teaching development) and organisational tasks (e.g. in cross-school regional, European and international collaborations, in quality management, in the school library, at school-related events, and in project work). New opportunities include transferring to other schools within the same or a different school type, teaching positions at University Colleges of Teacher Education, teaching abroad, or internships.

1.2 Requesting feedback and setting individual goals for your development

Teachers regularly seek feedback from pupils, colleagues and the school leadership and factor this into their professional development. They continue their professional development, keep track of the latest research and link their expertise to current developments.

Over time, teachers develop established teaching routines. But routines alone do not guarantee high-quality teaching. Teachers identify their own professional development needs by regularly seeking feedback from pupils, the school leadership and colleagues. Teachers aim to keep track of the latest research, draw on all available evidence and data, discover new ways of teaching, and link these to current developments. They ensure that they remain up to date with digital tools to support learning and teaching, as well as with the latest developments in their subject area in terms of expertise and teaching methods. Suitable avenues include networking events, subject conferences, training and continuing education, eTwinning or digital platforms.

1.3 Working in a team, connecting with colleagues and supporting each other

Teachers maintain regular exchanges, both within and outside the school, on good subject-specific, educational and modern (digitally supported) teaching practices, and support one another in challenging situations.

Teachers are part of a professional community of practice. They engage – both at the initiative of the school leadership and independently – in regular exchanges within and outside the school regarding good subject-specific, pedagogical and didactic practice, and provide one another with fresh perspectives in professional learning communities. They support colleagues in difficult situations by offering case consultations among peers. They guide and support colleagues who are new to the profession as they navigate their first steps in everyday working life. The foundation for successful collaboration is a willingness to engage in shaping the development of one's own school and teaching together, for example during peer discussions, in subject and class teams, during class conferences, in internal continuing education sessions or at staff meetings.

2

FIELD OF ACTION

Contributing to school development

Schools are not just places of teaching and learning, but also places where people live their lives, with plenty of scope for creativity. They are local hubs of social and cultural coexistence and form part of regional networks of educational institutions and other stakeholders and organisations. Development processes and regional networking are most efficiently and effectively managed by the schools themselves. Consequently, school development at a local level is an important shared responsibility for every professional group. Schools can draw on the Quality Framework for Schools as a common basis for this work.

The professional groups working at a school see themselves, therefore, as a community led by the school management, with joint responsibility for the ongoing development of school life, as well as for mutual professional cooperation and support. Contributing to school development means joining forces to develop the school's educational profile, continuously improving the standard of the school, and playing an active role in shaping school life and working with external partner organisations.

This is underpinned by mutual respect, an open-minded attitude towards change, and a positive stance towards democracy and science, as well as towards democratic and evidence-based processes within the school.



2.1 Actively contributing to the development of the school's educational principles

Teachers work with the school leadership to establish the school's educational principles and use these as a guide when planning their lessons.

Within the framework of the educational guiding principles, teachers work together with the school leadership to determine how lessons should be structured to meet the pupils' needs and learning outcomes. This may involve the school independently organising lessons, collectively using assessment tools, establishing competence-oriented task banks tailored to pupils' different baseline learning levels, nurturing talents and providing career guidance, as well as developing formats to support pupils experiencing learning difficulties.

2.2 Actively contributing to quality development at the school

Teachers actively contribute to the school's process of quality improvement and take part in school development projects. They actively participate in evaluations, contribute their experiences of improving the quality of their teaching to the school's development, and, as a whole teaching staff, make improvements based on the findings of these evaluations.

Working to improve the quality of a school means setting objectives and taking measures to ensure that both learning and teaching are as successful as possible. Quality development is a process that involves everyone taking shared responsibility: the school leadership, quality officers, pupils, parents and guardians, and all teaching staff. It presents the school as a democratic space where developments are discussed together and measures for quality development are specified. This approach helps the school evolve as a learning organisation. Participation and involvement rights are exercised within the framework of the school partnership, and suggestions and interests are given consideration.

2.3 Taking on responsibilities in shaping life at school

Teachers take on educational and organisational tasks to shape school life.

School life involves a wide range of tasks that contribute to successful teaching and learning processes. Each and every professional working at the school is expected to contribute to the development of the school as a place of teaching and learning. Educational tasks may include, for example, coordinating educational programmes for language tuition and the promotion of reading, coordinating individual learning support and initiatives to promote physical and mental health, or coordinating the implementation of teaching guidelines at the school. Examples of organisational tasks include contributing to the preparation and delivery of European and international mobility and exchange programmes, developing knowledge management, and coordinating activities to strengthen external relations.

3

FIELD OF ACTION

Guiding and supporting pupils

Teachers guide and nurture young people by acting as key role models during a stage in their lives that is crucial for their personal development. They are often remembered for a lifetime because they help their pupils identify personal and career prospects based on their strengths. They inspire motivation, offer hope, help pupils experience a sense of self-efficacy, boost their confidence, enable them to participate actively and foster a mindset focused on personal development. They set boundaries, nurture talents, teach tolerance and how to resolve conflicts, and sometimes act as a lifeline in times of crisis.

Teachers perform these tasks in partnership with other professionals at the school, such as recreational educators, school psychologists, school doctors, school social workers, and staff from child and youth welfare services, as well as from out-of-school institutions and organisations.

This is underpinned by an interest in young people's living conditions and the belief that every pupil should be given appropriate support, taking into account their individual circumstances and regardless of characteristics of diversity such as gender, sexual orientation, mental and physical abilities, ethnicity, background, first language, educational background, socio-economic circumstances and religion.



3.1 Combining teaching, support and supervision

Teachers combine teaching and support sessions to enable the best possible individual support for pupils.

Depending on the type of school, there are many different ways to guide and support pupils outside of lessons. Teachers make good use of these opportunities, for example, by offering learning support and educational guidance in small groups. In doing so, they focus on motivating pupils to study, guiding them towards organising their own studies and creating opportunities for participation. In all-day schools, teachers work with other educational staff to coordinate teaching and supervision timetables with a view to providing the best possible, tailored support for pupils.

3.2 Recognising and nurturing each pupil's individual gifts and talents

Teachers recognise and nurture talents and abilities without prejudice, and prevent potential discrimination on the grounds of pupils' individual circumstances and characteristics of diversity.

Teachers observe what pupils are capable of and identify their strengths and weaknesses with regard to acquiring skills. They focus on comprehensive personal development and on helping each pupil realise their individual potential and pursue their interests across all abilities and skills: in the cognitive-intellectual, emotional-social, artistic-creative and sporting domains. Teachers ensure that this process is gender-sensitive and respects pupils' first languages and the educational backgrounds of their caregivers. They develop supportive learning environments, organise learning activities such as Innovation Days, simulation games on socially relevant topics, visits to parliament and democratic participation schemes at school, visits to museums and concerts, sporting events, work experience placements or career exploration days, and provide pupils and their parents or guardians with feedback and recommendations for individual educational and career paths.

3.3 Strengthening each pupil's self-confidence

Teachers support pupils in challenging life situations, whilst respecting their own limits, and refer pupils to qualified counselling services.

Teachers have the confidence to set challenging tasks for pupils and expect them to rise to these challenges; they help pupils to turn experiences of failure into productive learning opportunities and to develop problem-solving strategies. They are aware of both the risk factors in pupils' social and emotional development and the appropriate preventive measures. When dealing with challenging behaviour, they take a reflective approach and tailor their responses and interventions so that everyone involved can learn to manage difficult situations in a constructive manner.

3.4 Organising cooperation with parents and guardians

Teachers involve parents and guardians in taking responsibility for their children's education and development, and strive to establish a partnership.

As experts in the field of learning and teaching, teachers are confident and respectful in their dealings with parents and carers. Together, they reflect on the pupils' development in terms of their behaviour and academic performance, and provide joint support to promote the pupils' progress and well-being. Teachers may also request that parents and carers cooperate. Where necessary, they enlist the support of experts in school psychology, youth coaching, social work or child and youth welfare services.

4

FIELD OF ACTION

Learning and teaching

The notion of teaching as merely a process of imparting knowledge reached its limits as early as the 20th century. Teaching in the 21st century is all about instigating and supporting goal-oriented learning processes. Pupils acquire knowledge and pass it on to their fellow pupils. Teaching and learning become a responsive process. Teachers are the subject-matter and educational experts responsible for designing, facilitating and supporting these learning processes.

Teachers support one another by working together as a team, exploiting synergies and sharing the burden as they share responsibility for pupils' development. The teaching staff collaborate to develop complex tasks tailored to different baseline learning levels, which can be applied across classes, year groups and subjects.

This is underpinned by teachers continuously expanding their expertise, seeing themselves as a team within their own school, and organising their joint work and the creation of competence-oriented teaching and learning materials and processes accordingly.



4.1 Assessing each pupil's initial level

Teachers assess and document their pupils' different baseline learning levels using a variety of tools (including digital ones).

Pupils have different levels of prior knowledge, varying linguistic backgrounds, a wide range of prior experiences, as well as diverse interests and preferences in terms of studying. Teachers build on these differences to encourage individual motivation to learn and enhance academic performance. They are familiar with and employ appropriate (digital) pedagogical assessment tools to identify pupils' learning needs, relate these to the established learning objectives, and support the learning processes accordingly.

4.2 Planning learning objectives and developing tasks as a team

Teachers plan learning objectives collaboratively and develop effective, competence-oriented learning tasks.

Lesson planning involves teamwork and is based on the curricula and educational guidelines set out by the school as part of its quality management system. Teachers make use of out-of-school learning environments to design learning processes and to develop pupils' subject-specific and cross-curricular skills. Balancing structure and freedom, they design effective tasks aimed at developing skills, whilst drawing on the results of initial learning assessments. The tasks are challenging enough to stimulate the pupils' knowledge and skills, and lead to varied teaching situations involving testing, exploring, discovering, inventing, collecting, systematising, consolidating and evaluating. In doing so, teachers challenge and foster content- and process-related as well as cross-curricular and interdisciplinary skills.

4.3 Creating learning environments that foster skills and inspire enthusiasm for learning

Teachers design analogue and digital learning environments that support individual and collaborative learning and encourage positive social interactions.

Teachers work with their pupils to create environments that support individual and collaborative learning, encourage positive social interactions, and promote active engagement and self-motivation. They develop social learning processes and lay the foundations for effective teamwork and project work designed to solve relevant issues. Teachers make creative use of the classroom space and digital resources to design a supportive learning environment that fosters pupils' own creativity. Teaching and learning happen not just in the classroom, but in a variety of different learning settings. Teachers know how to weave current social issues into their lessons and use these topics as opportunities for learning. They are particularly aware of the importance of language and culture for learning and are able to adapt and support learning in the linguistic domain.

4.4 Incorporating a variety of media into lessons and teaching digital skills

Teachers use digital learning-management systems and learning platforms to create innovative Teaching and learning formats, and empower pupils to use digital media in a thoughtful manner.

Teaching and learning are digitally supported in the 21st century. Teachers use digital learning-management systems and learning platforms to support and challenge pupils with different abilities and learning speeds. Communication, collaboration and access to up-to-date information and a wide range of learning materials can take place regardless of time or place. This opens up new learning opportunities for pupils. Teachers support pupils in using digital media responsibly and thoughtfully. They enable pupils to critically examine the benefits of digital media in their own lives and for society.

4.5 Providing individual support in learning processes

Teachers teach in a competence-oriented manner, in particular by guiding and supporting pupils to complete tasks independently.

Teachers help pupils to organise themselves as independently as possible. They support pupils in understanding and accepting the expectations placed upon them, and in learning to assess their own abilities and choose the approaches and methods that suit them best. They are open to pupils' varied problem-solving strategies and can help pupils become more aware of what they are already capable of. Mistakes are allowed when tackling learning tasks and throughout the learning process, so that any deviation from the correct way of completing a task can be used as a learning opportunity.

4.6 Requesting and giving feedback and assessing performance

Teachers combine continuous feedback on progress with systematic, individual learning development guidance. They are familiar with the Performance Assessment Regulations and make use of the framework and opportunities they provide.

Teachers document their work and, at the start of each academic year, inform pupils and their parents or guardians about performance monitoring, opportunities for feedback and performance assessment. They explain to pupils the difference between performance monitoring and performance assessments for providing feedback on the learning process, on the one hand, and performance assessment that is separate from the learning process, on the other. They combine continuous feedback on learning outcomes, using (digital) educational diagnostic tools, with systematic, tailored learning development guidance. They use a variety of methods to comprehensively observe, describe, assess and document learning outcomes and performance, so that subsequent teaching can build on existing skills.

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