



Attribute ²	Acceptable	Good	Excellent
<p>Skills and competencies Educators demonstrate:</p> <ul style="list-style-type: none"> • Specific technical/domain/industry knowledge • Professional training in teaching methods • Connections with industry 	<ul style="list-style-type: none"> • Have competent domain knowledge. • Have a willingness to develop an identity as an educator. • Have intentions to participate in pedagogy/andragogy pre-service training. 	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> • Have professional training in adult teaching methods (including pre-service training). • Are culturally responsive and have a commitment to biculturalism. • Have an ability to inspire others. • Are respected and trusted by their learners and peers. • Have relevant and appropriate industry connections. 	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> • Have respected domain knowledge. • Are highly proficient in foundational teaching principles and adult teaching methods. • Utilise inclusive reflection practice, including cultural responsiveness, commitment to biculturalism, and disability confidence. • Have a passion for teaching. • Have relevant and appropriate connections with the education community and industry.
<p>Systems Educators develop training plans to ensure skills development is effective and consistent with industry standards.</p>	<ul style="list-style-type: none"> • Use an informal training plan, which: <ul style="list-style-type: none"> • Considers learners’ needs, as well as location(s) and delivery mode. • Is relevant to their current industry and its requirements . 	<ul style="list-style-type: none"> • Develop a formal training plan, which: <ul style="list-style-type: none"> • Considers learners’ needs, as well as location and delivery mode. • Is informed by policy guidance and regulatory frameworks. 	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> • Have a formal training plan that is culturally and locally responsive.
<p>Innovation Educators take a life long approach to their own learning, responding to changing external contexts.</p>	<ul style="list-style-type: none"> • Are up to date on industry standards. 	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> • Undertake continuous professional learning and development (e.g., upskilling in different delivery modes, developing teaching practice such as community of practice, or undertaking a formal adult education qualification). 	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> • Are responsive to evolving learner, industry and community needs (e.g., modifying practice to meet individual learners’ needs; seamlessly transitioning between a range of delivery modes)

1. *Educators* here refers to a broad and diverse definition of people who provide instruction or education. Examples of educators may include, but are not limited to, teachers, tutors, trainers, training advisors / brokers....
2. *Attributes* vary with each rubric to best align with the characteristics to be assessed. Other attributes used in the framework include (not the exhaustive list) participation, access, skills and credentials, funding categories etc.