Appendix 3. Mapping of existing models against READY's professional practices

Domain	Professional Practice	Evidence from existing frameworks, models, profiles and standards
Learner-Driven	1. **Foster meaningful learning**	Spotting opportunities; Learning through experience **[1]**, Actively engaging learners **[5]**, Creation of practical learning opportunities **[8]**, *Design authentic learning activities that align with content area standards and use digital tools and resources to maximise active, deep learning; Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning; Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and* globally **[13]**, Engage students in purposeful and meaningful learning **[20]**, Provide opportunities for students to do work for REAL AUDIENCES and REAL purposes **[21]**, This includes knowing students' current performance levels, cultural and linguistic backgrounds, interests, learning preferences, and other information that can help teachers prepare to teach in ways that support student success and connect to students' lives **[34]**, **Integrate learning experiences for students that promote content-aligned explorations of the world [39]** Anytime/Anywhere and real-world learning, Project based learning **[46]**, **Meaningful interactions, Practical application [47]**, Embedding future workforce skills **[48]**
	2. **Facilitate peer- and team-learning**	Actively engaging learners **[5]**, instruction for group learning **[8]**, Moderation/management of groups **[11]**, *Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings* **[13]**, *Facilitating peer to peer interaction to promote collaborative learning* **[37]**, Collaborative group work **[46]**
	3. **Apply a variety of assessment methods**	Assessment strategies **[5]**, Assessment technique; ICT for evaluation and assessment **[6]**, *Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction; Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction* **[13]**, **Assessment [19]**, Assess, record, report student learning outcomes - interpret assessment results to enhance facilitation of student learning **[20]**, **Assessment [27]**, **Learning, Teaching and Assessment [28]**, Assesses learners' prior knowledge, learning needs, and college and career readiness goals; Monitors learning through summative and formative assessment data; Adapts instruction based on formative and summative student assessment data **[29]**, **assessment [32]**, Ability to design assessment tools and materials, conduct assessments (and engage students in assessment) **[33]**, During a lesson, teachers monitor progress of student learning through formative assessments and address student misunderstandings **[34]**, Designing Student Assessments; Using Assessment in Instruction **[35]**, Designing Student Assessments; Using Assessment in Instruction **[36]**, **Managing assessment for learning [37]**, Assess, provide feedback and report on student learning **[41]**, **will use appropriate technology tools for assessment [43]**, Apply appropriate and fair methods of assessment, and provide constructive and timely feedback to support progression and achievement **[44]**, **Assessment [45]**, Assessment and data tools **[46]**, **Quality feedback [47]**, **Enhancing Assessment and Feedback [48]**, Moderating and validating assessments; Engaging students in the assessment process; Assessing learners; Designing rubrics; Providing effective feedback **[48]**, Evaluation, assessment, and feedback **[49]**

Domain	Professional Practice	Evidence from existing frameworks, models, profiles and standards
	4. **Coach learners across learning environments**	Guidance **[5]**, Guiding and mentoring of student activity; Facilitating of student's development continually **[6]**, Building apprenticeship and mentorship **[10]**, Facilitate learning; Learning guidance **[11]**, Are clear about what they want their students to learn **[12]**, *Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field* **[13]**, *coach* **[14]**, **Effectively communicates to motivate and engage learners [29]**, Sets learning goals and a course of study; Designs learner-centered instruction and classroom environments; Communicates high expectations of learners and motivates them to persist to meet their goals **[29]**, Promote student agency **[46]**, Designing active learning; facilitating self-regulated learning in students **[48]**, Cultivates a sense of voice, ownership, and agency for each student **[50]**
	5. **Develop personalised learning experiences**	Self-regulated learning; Differentiation and personalisation **[5]**, Understanding the needs of the participants; Tailoring the training to these needs **[8]**, *Use technology to create, adapt and personalise learning experiences that foster independent learning and accommodate learner differences and needs* **[13]**, Honor STUDENT VOICE & agency; SUPPORT A DYNAMIC LEARNING ENVIRONMENT THAT IS SAFE, RESPONSIVE AND ADAPTABLE; Prioritise based on the LEARNING NEEDS of STUDENTS **[21]**, **Differentiated teaching [31]**, **Understanding individual student needs [33]**, *Meeting the Needs of All Learners* **[36]**, *Differentiate teaching to meet the specific learning needs of students across the full range of abilities* **[41]**, **will use technology to differentiate instruction to meet diverse learning needs [43]**, Vision for teaching and learning, Customise learning experiences **[46]**, Understanding the student lifestyle **[48]**, Guides students to identify barriers, develop plans, and take action; Helps students to access resources and strategies; values the experiences and differences of each individual **[50]**
Adaptability & Initiative	6. **Foster learners' entrepreneurship**	Taking the initiative **[1]**, Entrepreneurship **[6]**, Innovation and Entrepreneurship skills **[10]**, **Entrepreneurship and Innovation [28]**, Entrepreneurial and Soft Skills **[30]**
	7. **Bridge the worlds of education and work**	Mobilising resources **[1]**, Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals **[2]**, Industry Collaboration on curriculum; Vocational knowledge and skills **[6]**, **Competence of linking real work processes with professional learning processes [15]**, **Industry & Community Collaboration [27]**, **Provide opportunities for students to do work for real audiences and real purposes [21] Industry and Community Engagement [28]**, Linking training to practice **[38]**, Maintain and update teaching and training expertise and technical skills through collaboration with employers **[44]**
	8. **Demonstrate resilience and adaptability**	Coping with uncertainty, ambiguity and risk; Self-awareness and self-efficacy **[1]**, **Flexibility [2]**, adaptability **[4]**, Nurturing optimism, hope, resilience, self-efficacy, and a sense of purpose to support learning and action **[2]**, Dealing with disruption and frustration **[8]**, Adaptive and resilient **[10]**, **Perseverance [19]**, Demonstrate RESILIENCY **[21]**, Demonstrating Flexibility and Responsiveness **[35]**, Demonstrating Flexibility and Responsiveness **[36]**, Demonstrates flexibility in various roles and situations; Is positive and receptive when introduced to a new situation **[50]**

Domain	Professional Practice	Evidence from existing frameworks, models, profiles and standards
Sustainability & Inclusion	9. **Create inclusive learning environments**	Accessibility and inclusion **[5]**, Creating a positive learning atmosphere **[8]**, Valuing of diversity; Multicultural literacy **[10]**, Diversity management; **[11]**, *Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning; Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students* **[13]**, **Diversity [19]**, Understand and CELEBRATE differences **[21]**, Models an understanding of diversity **[29]**, **Knowledge of cultural diversity and social inclusion [33]**, Creating an Environment of Respect and Rapport **[35]**, **A Safe, Respectful, Supportive, and Challenging Learning Environment [36]**, **Cultivate a supportive learning community [34]**, Creating an Environment of Respect and Rapport **[36]**, *Equity* **[36]**, *Developing processes for inclusive and respectful communication that supports the development of a positive learning community* **[37]**. **Empathy and valuing multiple perspectives; Experiential understanding of multiple cultures; Understanding of intercultural communication; Create a classroom environment that values diversity and global engagement [39]**, Create and maintain supportive and safe learning environments **[41]**, **Being able to work in intercultural contexts [42]**, Value and promote social and cultural diversity, equality of opportunity and inclusion; Build positive and collaborative relationships with colleagues and learners; Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment **[44]**, **Responding to diversity [45]**, Dedication to all learners, Culturally responsive teaching **[46]**, *equity and inclusion* **[46]**, **Diverse & Inclusive Experiences [47]** Designing for diversity and inclusion **[48]**, Cultural competency **[49]**, **Embraces Diversity [50]**, Values mutual respect, inclusion, and openness to differing perspectives; Models and nurtures equality, access, and respect for differences; Seeks and applies differing viewpoints **[50]**
	Be attentive to personal well-being and that of others	**Well-being** (personal area) **[2]**, *Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and well-being; Understanding potential risks for well-being, and using reliable information and services for health and social protection; Adoption of a sustainable lifestyle that respects the environment, and the physical and mental well-being of self and others, while seeking and offering social support* **[2]**, Protecting health and well-being **[3]**, **The capacity and disposition to take constructive action toward sustainable development and collective well-being [17]**, **Teachers' well-being [20]**, Physical well-being; Emotional well-being; Social well-being; Spiritual well-being; Professional well-being **[20]**, *Managing personal presence, safety and well-being* **[26]**, Practice self-care **[46]**, Building student resilience through well-being strategies **[48]**, Engages in dialogue to promote a healthy learning environment and positive school culture **[50]**
	Manage one's own and others' emotions	Empathy **[2]**, *Awareness and expression of personal emotions, thoughts, values, and behaviour; Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses; Awareness of another person's emotions, experiences and values; Understanding another person's emotions and experiences, and the ability to proactively take their perspective; Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude* **[2]**, Emotions **[7]**, Empathy **[8]**, Empathy; Social and emotional intelligence **[10]**, **Emotional Competencies [23]**, *social and emotional learning* **[46]**, Seeks to understand others' feelings, opinions, experiences, and culture **[50]**, **Exhibit compassion [22]**
	Adopt and promote environmental, social and economic sustainability	Ethical and sustainable thinking **[1]**, Protecting the environment **[3]**, **Embodying sustainability values; embracing complexity in sustainability; envisioning sustainable futures; acting for sustainability [4]**, valuing sustainability **[4]**, *Environmental awareness* **[10]**, **Ethical [16]**, **The capacity and disposition to take constructive action toward sustainable development and collective well-being [17]**, **Global thinking [19]**, **Environmental Competencies [23]**

Domain	Professional Practice	Evidence from existing frameworks, models, profiles and standards
Collaboration & Engagement	**Collaborate with peers and other stakeholders**	Working with others; Mobilising others **[1]**, **Communication; Collaboration** (Social Area) **[2]**, *Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim* **[2]**, **Communication and collaboration [3]**, Collaborating through digital technologies; Interacting through digital technologies; Sharing through digital technologies **[3]**, Professional collaboration; Digital communication and collaboration; Collaborative learning; **[5]**, ICT for communication **[6]**, Working with others **[9]**, Collaborative learning and practice **[10]**, building apprenticeship and mentorship; social responsibility and engagement; Communication skills **[10]**, *Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology; Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behaviour online that build relationships and community* **[13]**, **The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender [17]**, **Interaction and communication [18]**, Interpersonal skills **[19]**, *Collaborating; communicating* **[19]**, Image building for the institute amongst stakeholders **[20]**, Uphold a COLLABORATIVE CULTURE among students, educators and the community; Build RELATIONSHIPS **[21]**, Team working process (at School/Group level) **[22]**, **Communication Competencies [23]**, **Family, Community, and Educator Involvement [24]**, *Teamwork and Communication* **[27]**, **Develop local, national, or international partnerships [39]**, Engage professionally with colleagues, parents/carers and the community **[41]**, **Partnerships and collaborations [45]**, Build strong relationships**[46]**, **Collaborates [50]**, Collaborates with stakeholders to promote educational policies and strategies for the benefit of all students; Contributes to an open exchange of ideas by listening actively and welcoming a range of perspectives; Is flexible and has the ability to work with a variety of people; Seeks out and responds to feedback in order to build consensus and achieve a collective outcome **[50]**
	Contribute to professional networks and communities	Networking and Collaboration **[6]**, **Networking [7]**, **Peer collaboration/ networking [8]**, **Service to the profession and community**; social responsibility and engagement **[10]**, Team work and networking **[11]**, *Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders; Pursue professional interests by creating and actively participating in local and global learning networks* **[13]**, Large-scale teamworking process (at Institutional level); Networking (School networks) **[22]**, *Strategic, productive engagement in professional networks* **[26]**, **Industry & Community Collaboration [27]**, Networks **[27]**, Participates in professional development networks and learning communities **[29]**, Participating in a Professional Community **[35]**, Participating in a Professional Community **[36]**, **Contributing to teams, communities and networks for learning [37]**, **will engage in ongoing professional development and networking activities to improve the integration of technology in teaching [43]**
	Contribute to organisational development and improvement processes	*Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances* **[2]**, Organisational communication **[5]**, Administrative and management skills **[10]**, **Institutional development [20]**, Leadership **[27]**, **Demonstrates educational leadership in a variety of contexts [28],** Participates in and contributes to program improvement efforts **[29]**, **Leadership and management [30], leader ship and collaboration [32], involvement in higher-level corporate responsibilities [33]**, **Organisational change 38]**, Contribute to organisational development and quality improvement through collaboration with others **[44], Leadership in the profession [45]** Teachers as leaders **[49]** Envisions viable solutions to challenges in the school and community **[50]**

Domain	Professional Practice	Evidence from existing frameworks, models, profiles and standards
Lifelong learning & Reflection	**Proactively engaging in professional development opportunities**	**Growth mindset; Managing learning** (Learning to Learn Area) **[2]**, *Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication; Understanding that learning is a lifelong process that requires openness, curiosity and determination; Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support; Planning and implementing learning goals, strategies, resources and processes* **[2]**, Digital Continuous Professional Development **[5]**, Continuous self-development; ICT for continuous development **[6]**, **Personal development [8]**, Further training **[8]**, Strives to improve **[10]**, Professional development **[11]**, Actively seek to improve their own teaching **[12]**, *Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness* **[13]**, *Lifelong learning* **[19]**, Professional development for staff **[20]**, DESIRE to learn more **[21]**, **Lifelong Learning Competencies [23]**, **High-quality, Job-embedded Professional Development [24]**, *Committed to continuous professional learning* **[26]**, **CPD and lifelong learning [28]**, **Pursues professionalism and continually builds knowledge and skills [29]**, professional learning and ethical practice **[32]**, Growing and Developing Professionally **[35]**, Growing and Developing Professionally **[36]**, **Professional learning is driven by identified student needs; Collaborative and applied professional learning strengthens teaching practice; Professional learning is continuous and coherent; Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement [40]**, Engage in professional learning **[41]**, Lifelong learning and Growth **[46]**, **Continuous learning [49]**, Career progression **[49]**, Is open to change in order to learn, unlearn, and relearn to meet the needs of students; Seeks opportunities for professional growth; Listens and responds to feedback in order to improve **[50]**
	Reflect on professional practices	Self-awareness and self-efficacy **[1]**, *Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential; Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains* **[2]**, Reflective practice **[5]**, Reflective actions **[6]**, **Reflecting & visioning [7]**, Reflection of own actions **[8]**, Knowing self and others **[9]**, Reflective skills and thinking dispositions **[10]**, Reflection of teaching activity; dealing with feedback and criticism **[11]**, Monitor their impact on students' learning and adjust their approaches accordingly **[12]**, **Reflecting [14]**, Competence of self-reflection and improving the qualifications **[15]**, Reflective **[19]**, **Quality assurance and continuous improvement [28]**, Refines instructional practices through reflection on experience, evidence, and data **[29]**, **Reflect and Adjust [34]**, Reflect on teaching practice; **[34]**, Reflecting on Teaching **[35]**, Reflecting on Teaching **[36]**, **Practising reflection, evaluation and scholarly inquiry [37]**, *Evaluate and improve teaching programs* **[41]**, Reflect on what works best in your teaching and learning to meet the diverse needs of learners; Evaluate and challenge your practice, values and beliefs **[44]**, **Reflective practice [45]**, **Reflecting on Teaching Practice [48]**, Reflecting on Technology-enhanced learning practices; Reflecting on teaching practice **[48]**
	Apply evidence-based pedagogies	*Readiness to review opinions and courses of action in the face of new evidence* **[2]**, Analysing evidence; feedback and planning **[5]**, Adopt evidence-based teaching strategies **[12]**, Analyst **[13]**, *Stay current with research that supports improved student learning outcomes, including findings from the learning sciences* **[13]**, **Research Competencies [23]**, **Data Driven Instruction Instructional Support [24]**, Informed decision-making about digital technology selection and use in teaching **[26]**, *Evidence Based Practice and Research* **[27]**, **Monitors and manages student learning and performance through data [29]**, **Plans and delivers high-quality, evidence-based instruction [29]**, evidence-based strategies, Reflect on data to adjust instructional plans **[34]**, Maintain and update your knowledge of educational research to develop evidence-based practice; Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence **[44]**, Stay current on practices (evidence-based) **[46]**, Leveraging Learner analytics to improve student learning; Gathering evidence to showcase teaching practices **[48]**

Domain	Professional Practice	Evidence from existing frameworks, models, profiles and standards
Digital technologies	**Use digital technologies to enhance teaching**	Teaching **[5]**, ICT for learning instruction **[6]**, Technological skills **[10]**, *Provide alternative ways for students to demonstrate competency and reflect on their learning using technology* **[13]**, model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning **[13]**, **Information and Communication Technologies (ICT) Competencies [23]**, Technological Pedagogical Knowledge; Technological Pedagogical Content Knowledge **[25]**, Effective and beneficial teaching about, with and through technology **[26]**, Designs instruction to build learners' technology and digital media literacy skills **[29]**, **knowledge and application of basic and/or advanced digital skills and technologies [33]**, **Optimising digital technologies for learning [37]**, Using Digital Technologies Ethically and Responsibly*: Incorporating processes and procedures to ensure safe, ethical and responsible use of digital technologies in your teaching sessions* **[37]**, **Being able to use information and communication technology [42]**, **Teacher educators will design instruction that utilises content-specific technologies to enhance teaching and learning; will use online tools to enhance teaching and learning; will use effective strategies for teaching online and/or blended/hybrid learning environments [43]**, Promote the benefits of technology and support learners in its use **[44]**, Technology in service of learning **[46]**, *remote learning* **[46]**, **Optimising Digital Technologies [48]**, Designing blended learning; Learning and teaching online; Promoting digital literacies in Students; Optimising technology-enhanced learning **[48]**, Implements various mediums of technology **[50]**
	Create digital resources and content	**Digital content creation [3]**, Developing digital content; Integrating and re-elaborating digital content; Creatively using digital technologies **[3]**, **Digital resources [5]**, Selecting digital resources; Creating and modifying digital resources; Managing, protecting and sharing digital resources; Digital content creation **[5]**
	Be aware of copyright and online privacy	**Safety [3]**, Copyright and licences; Protecting personal data and privacy **[3]**, Responsible use **[5]**, *Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property; Model and promote management of personal data and digital identity and protect student data privacy* **[13]**, *Use ICT safely, responsibly and ethically* **[41], will address the legal, ethical, and socially-responsible use of technology in education [43],** Fostering safe, responsible and ethical digital practices **[48]**
	Understanding the potential role and impact of digital technologies	*Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency* **[13]**, *Considering the impact of digital technologies on people, society and the environment* **[26]**

Note. The number in the column 'Evidence from existing frameworks, models, standards and profiles' refer to the framework/standard/profile reviewed. The list is available in Appendix 2. The analysed frameworks, models, standards, and profiles are often structured in several levels. Text in bold means that the topic is mentioned as first level item, normal font is used for the second level and italics for the third level. Spelling follows the original text.