



Certification evidence mapping document

Highly Accomplished teachers

Companion document to the Guide to Certification of
Highly Accomplished and Lead Teachers in Australia

Tools and templates

Evidence mapping to descriptors: Highly Accomplished career stage

STANDARD 1: Know students and how they learn	Evidence Set or Artefact										
	1	2	3	4	5	6	7	8	9	10	
1.1 Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.											
1.2 Expand understanding of how students learn using research and workplace knowledge.											
1.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.											
1.4 Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.											
1.5 Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.											
1.6 Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.											

Tools and templates

STANDARD 2: Know the content and how to teach it	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
2.1 Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.										
2.2 Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.										
2.3 Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.										
2.4 Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.										
2.5 Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.										
2.6 Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.										

Tools and templates

STANDARD 3: Plan for and implement effective teaching and learning	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
3.1 Develop a culture of high expectations for all students by modelling and setting challenging learning goals.										
3.2 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.										
3.3 Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.										
3.4 Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.										
3.5 Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.										
3.6 Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.										
3.7 Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.										

Tools and templates

STANDARD 4:

Create and maintain supportive and safe learning environments

4.1 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.

4.2 Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.

4.3 Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

4.4 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety.

4.5 Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

| Evidence Set or Artefact |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

Tools and templates

STANDARD 5: Assess, provide feedback and report on student learning

5.1 Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.

5.2 Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.

5.3 Organise assessment moderation activities that support consistent and comparable judgements of student learning.

5.4 Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

5.5 Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.

| Evidence Set or Artefact |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--

Tools and templates

STANDARD 6: Engage in professional learning	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
6.1 Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.										
6.2 Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.										
6.3 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.										
6.4 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.										

Tools and templates

STANDARD 7: Engage professionally with colleagues, parents/carers and the community	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
7.1 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.										
7.2 Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.										
7.3 Demonstrate responsiveness in all communications with parents/carers about their children’s learning and well-being.										
7.4 Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.										