

Certification documentary evidence supplement

Highly Accomplished teachers

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

The Australian Institute for Teaching and School Leadership (AITSL) has been working closely with key education stakeholders to develop the *Certification of Highly Accomplished and Lead Teachers in Australia*. The paper outlines the purposes and principles underlying certification and the assessment process.

In developing the nationally consistent approach to certification, AITSL consulted with all state and territory education authorities, national and local Catholic and Independent school authorities, teacher regulatory authorities, peak national bodies, including unions and principal associations, and practising teachers and principals.

The Institute's responsibility to lead this work is outlined in its Letter of Expectation from the Commonwealth Minister for Education.

This document was endorsed by Education Ministers at the Standing Council on School Education and Early Childhood (SCSEEC) on 20 April 2012.

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Overview

The documentary evidence supplement is designed as a companion document to the Guide to Certification of Highly Accomplished and Lead Teachers in Australia¹ and the Certification of Highly Accomplished and Lead Teachers in Australia². These documents will assist all personnel involved in national certification to understand the process and their role within it and provide them with tools, templates and guidelines on how to undertake the certification process.

The evidence supplement provides more detailed information regarding ways of evidencing the Highly Accomplished Standards for Stage 1 of the certification process, listing both categories and detailed examples of evidence. Documentary evidence for the purpose of certification includes the range of evidence in a variety of different formats and media, that applicants can use to form their collection of evidence, examples of which are detailed in section 3.

It is important to note that all examples provided are not prescriptive or exhaustive and provided as a guide and illustration only. It is not intended that these examples provide the only means of evidencing for certification.

Teachers are not discouraged from using their own existing documentation for the purpose of certification, but it is the applicant's responsibility to provide a complete and thorough application that meets the requirements for certification at the Highly Accomplished career stage. Refer to the Guide to certification for further details.

1. Guide to certification (URL to be provided once approval process complete).

2. AITSL 2012, *Certification of Highly Accomplished and Lead Teachers in Australia*, Education Services Australia, Carlton South, viewed November 2012, <http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf> (Formerly published as the *Certification of Highly Accomplished and Lead Teachers – Principles and processes*).

Evidence categories

Examples of evidence grouped into common evidence types. This list is not exhaustive and other categories and evidence types may be used to demonstrate the achievement of the Standards.

Teaching and learning programs:

- > term, semester or full year teaching and learning programs
- > lesson plans
- > learning resources
- > learning tasks and activities
- > evaluation of teaching and learning programs
- > individual student learning plans.

Classroom observations:

- > lesson observation notes
- > post-observation meeting notes
- > video clips of practice
- > video/photos of classroom environment
- > student survey data
- > peer observation notes.

Reflection and feedback:

Importantly, feedback requires the support of direct evidence to which it relates

- > student conference notes
- > teacher student records
- > student feedback and survey data
- > parent-teacher interview notes
- > parent feedback
- > 360 degree feedback
- > peer feedback
- > professional reading log and reflection
- > diary of practice and reflection
- > performance review feedback.

Student assessment and learning:

- > student conference outcomes
- > teacher records of student performance
- > assessment plan
- > assessment schedule
- > assessment tools/tests/strategies
- > student self/peer assessment feedback
- > diagnostic assessments
- > exhibitions/display of student work, feedback and outcomes.

Collaboration and communication:

- > video clip of team teaching
- > resources co-constructed/shared with colleagues
- > common assessment tasks
- > team meeting notes
- > online blogs, wikis, discussion forums
- > meeting logs
- > emails/letters/correspondence
- > parent teacher interview notes
- > community partnerships and engagement notes and meeting logs
- > policy review and development notes and meeting logs.

Professional learning:

- > professional learning plan
- > professional learning journal
- > action research project
- > participation in professional associations
- > professional learning workshops/forums delivered
- > graduate and post graduate studies.

Detailed examples of evidence

These examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist. Please note: one quality item can provide evidence for a range of Descriptors if it has been appropriately annotated to explain, justify or reflect on practice. Simply providing a piece of evidence listed here does not guarantee that an applicant will be assessed as meeting a particular Standard.

STANDARD 1 Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Descriptor

Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.

Examples of evidence

- **learning tasks** that have been constructed and differentiated based on the teacher's knowledge of students' physical, social or intellectual development
- **individual learning plans** that incorporate a range of teaching strategies selected specifically to address students' physical, social or intellectual development and characteristics
- **notes of meetings** that reference discussion, agreement and actions about the use of particular strategies for individuals/groups of students
- **professional learning** organised for colleagues that has assisted them to learn about new teaching strategies appropriate to their students' physical, social or intellectual development
- **analysis of records** collected on the progress of individual students over time
- **lesson observation notes** by colleagues that reference the teacher's ability to modify instruction to make language comprehensible and instruction accessible and challenging
- **unit/lesson plans** that articulate learning outcomes that are differentiated where necessary for individual students
- **correspondence** in relation to collaboration and responsive communication with families, professionals and/or colleagues to promote learner growth and development
- **lesson observation notes** by colleagues that reference the teacher's use of a repertoire of strategies and resources selected to accommodate learner needs
- **diagnostic assessments** undertaken to determine students' prior knowledge and readiness to learn to inform instruction
- **lesson sequence** documentation designed to demonstrate teaching of key concepts
- **other**

STANDARD 1
Know students and how they learn

1.2 Understand how students learn

Descriptor

Expand understanding of how students learn using research and workplace knowledge.

Examples of evidence

- **notes of meetings** that reference strategies implemented for working with colleagues to expand their understanding of how students learn
- **teaching and learning programs and/or unit/lesson plans** that reflect the research about how students learn and develop
- **structured professional reading** with colleagues that links and compares research with teachers classroom practice and informs priorities
- **resources** constructed or drawn on to expand knowledge and inform practice of colleagues in relation to how students learn
- **analysis and reflection on practice** based on student learning outcomes in order to improve practice
- **lesson observation notes** by colleagues that reference the teacher's use of a range of materials to access and build upon students' prior knowledge, interests, instructional needs and diversity to extend their understanding
- **professional learning** organised for colleagues that is focused on exploring specific strategies for thinking, learning and collaboration
- **other**

STANDARD 1
Know students and how they learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Descriptor

Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Examples of evidence

- **teaching and learning programs and/or unit/lesson plans** co-constructed with colleagues that include multiple perspectives of the course content, including attention to learners' personal, family and community experiences and cultural norms
- **lesson observation notes** by and of colleagues that reference the teacher modelling instructional strategies used to build on students' prior knowledge and experiences
- **professional learning** organised for colleagues that is focused on research based teaching and learning strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
- **lesson notes** that highlight the impact of strategies used for making content accessible to students from diverse backgrounds
- **learning tasks** developed with colleagues that show students being able to demonstrate their learning in different ways
- **lesson plans** constructed with colleagues that incorporate information that has been accessed about the values of diverse cultures and communities
- **lesson observation notes** by and of colleagues that reference the teacher modelling strategies that draw on students' experiences and interests to inform instruction
- **professional learning** organised for colleagues that accesses resources and specialised assistance to meet particular student learning differences or needs
- **video clip and written reflection** of the teacher modelling the explicit teaching of skills to enable students to disagree with ideas and or each other in appropriate ways
- **other**

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Descriptor

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.

Examples of evidence

- **teaching and learning programs and/or unit/lesson plans** co-constructed with colleagues that includes teaching strategies that have been designed and implemented based on the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students
- **individual learning programs** developed with colleagues and in collaboration with the local Indigenous communities, that include teaching strategies that have been designed to support the engagement of students based on information gathered about learning strengths and needs, including an understanding of the cultural setting, linguistic, background and histories of Aboriginal and Torres Strait Islander communities
- **evidence** of having sought advice, assistance and/or guidance from persons such as supervisors, colleagues, Aboriginal education assistants, itinerant teachers, elders of Aboriginal communities, Counsellors and other relevant professionals about teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students in order to support colleagues in the use of these strategies
- **lesson plans, notes and/or communications** documenting team teaching and collaborative planning with Aboriginal education assistant or local community representative(s) and staff that include effective teaching strategies for Aboriginal and Torres Strait Islander students
- **lesson observation notes** by and of colleagues that reference the teacher modelling strategies that reflect the learning needs and histories of Aboriginal and Torres Strait Islander students
- **other**

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Descriptor

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.

Examples of evidence

- **student records** that show how the systematic gathering and analysis of data with colleagues has informed the evaluation of and modifications made to teaching strategies and learning activities that cater for the full range of student abilities
- **student work samples/learning tasks** constructed with colleagues demonstrating multiple entry points and learning outcomes to meet the specific learning needs of students across the full range of abilities
- **professional learning** organised for colleagues resulting from evaluation of existing practice, and collaborative planning or consultation with specialist staff including, for example, Literacy coach, Counsellor, Aboriginal education assistant, Gifted and Talented coordinator, Learning support coordinator
- **evaluation documentation of teaching programs** demonstrating modifications made to cater for specific learning needs of groups of students
- **professional learning** organised for colleagues in response to student learning needs identified in school data
- **lesson observation notes** by and of colleagues that reference the teacher modelling the modification of pacing, task demands, communication and assessment modes for individual students with particular learning needs
- **resources, materials or technologies** constructed and adapted to provide equal access for all students
- **other**

1.6 Strategies to support full participation of students with disability

Descriptor

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.

Examples of evidence

- **notes of meetings** with parents, carers, students, specialists, support teams and services that assist the design and implementation of teaching and learning programs/units of work/lesson plans that cater for students with disability
- **lesson observation notes** by and of colleagues that reference the teacher modelling strategies used to support the learning needs of individual students with disability in accordance with policy and Disability Standards for Education
- **individual learning plans** developed for students with disability that may include modification of classroom layout or student tasks and include advice from specialists
- **teaching and learning programs and/or unit/lesson plans** co-constructed with colleagues and specialists including activities that support participation of individual students with disability, in accordance with policy and legislative requirements
- **demonstrated use of adaptive and assistive technologies** to support participation and learning of individual students with disability
- **lesson plans** developed with colleagues and specialists that include a rationale for content and structure based on specific learning needs of a student or students with disability
- **professional learning** organised for staff that builds understanding and application of disability policy and Disability Standards
- **staff forums** organised to provide staff with access to specialist knowledge on disability policy to inform school programs
- **other**

2.1 Content and teaching strategies of the teaching area

Descriptor

Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

Examples of evidence

- **teaching and learning programs and/or units of work and/or lesson plans** co-constructed with colleagues that include learning activities aligned to learning goals and curriculum standards
- **lesson observation notes** by and of colleagues that reference the teacher modelling the intentional use of concepts and ideas that are part of students' everyday experiences and real world events
- **student work samples and learning tasks** that focus on understanding and application of key disciplinary concepts
- **team meeting notes** that highlight processes and actions in relation to supporting colleagues in the evaluation of teaching and learning programs that align with school goals and curriculum standards
- **professional learning** organised for colleagues that focuses on content and learning progressions in particular disciplines
- **unit/course plans** developed with colleagues that demonstrate organisation and sequencing of subject matter to ensure all students understand key concepts, themes and relationships in and among subject area(s)
- **professional learning** organised for colleagues that develops understanding of how to connect key concepts and themes within and across the curriculum to extend learning for all students
- **professional learning** organised to support teachers to translate state/national curriculum frameworks into school based teaching and learning programs
- **reflection log** of mentoree/pre-service teacher that provides evidence of support provided to build curriculum and pedagogical knowledge
- **lesson observation notes** discussed with pre-service teacher that includes targeted feedback for improvement in practice
- **other**

2.2 Content selection and organisation

Descriptor

Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.

Examples of evidence

- **teaching and learning programs** that demonstrate the alignment of learning activities to instructional outcomes and curriculum standards
- **teaching and learning programs** that outline innovative practice and which articulate the reasons behind the selection and organisation of content, and the decisions behind the delivery of content in order to convey innovative practice
- **learning outcomes and student work samples** that reflect different types of learning, such as, knowledge, conceptual understanding, thinking and reasoning skills and collaborative skills
- **lesson observation notes** by and of colleagues that reference the teacher modelling activities and time allocations for students to engage in high level cognitive activity
- **professional learning** organised for colleagues to develop resources that are differentiated for student(s) and permit student choice
- **team meeting notes** that highlight processes and actions in relation to supporting colleagues in the evaluation of teaching and learning programs that align with school goals and curriculum standards
- **student perception data** collected and analysed in order to inform practice
- **lesson plans** developed with colleagues that expand learners' understanding of local and global issues
- **team planning notes** that reference support provided to colleagues in cross curricular learning
- **evaluation record** of unit of work that highlights changes made to instruction to further support student learning
- **other**

2.3 Curriculum, assessment and reporting

Descriptor

Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.

Examples of evidence

- **teaching and learning programs** developed with colleagues that demonstrate alignment between curriculum standards, instruction and assessment and reporting requirements
- **student record keeping system** that monitors and documents student learning, progress and achievement
- **written reports** to parents detailing learner progress and achievement against curriculum standards
- **common assessment tasks** developed, used and moderated by grade/subject based teams
- **professional learning** organised for colleagues to translate state/national curriculum frameworks into school based teaching and learning programs
- **assessment activities, criteria and scoring guides** developed with colleagues that illustrate how assessment aligns with curriculum and learning outcomes
- **professional learning** organised for colleagues to provide parents with meaningful feedback and reports on their child's learning
- **assessment tools** developed with colleagues that are embedded in instructional activities to provide consistent guidance for planning and instruction
- **assessment and reporting policy** implementation support developed for teachers to guide consistent interpretation of teacher practice
- **other**

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Descriptor

Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Examples of evidence

- **teaching and learning programs** co-constructed with colleagues that expand student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- **lesson observation notes** by and of colleagues that reference the teacher modelling activities and discussions that develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- **meeting notes** that identify outcomes of collaboration with Aboriginal education assistant or local community representative(s) to inform content and instructional strategies
- **student work samples** that show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- **records** of regular organisation and participation in assemblies, fieldwork or community involvement to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- **professional learning** organised for staff that accesses specialist expertise to support understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- **other**

2.5 Literacy and numeracy strategies

Descriptor

Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.

Examples of evidence

- **video clip and written reflections** of the teacher modelling explicit literacy and/or numeracy strategies to students and/or colleagues
- **teaching and learning programs and/or lesson plans** co-constructed with colleagues that incorporate explicit and structured literacy and numeracy strategies
- **lesson observation notes** by and of colleagues that highlight the teacher using a variety of forms of communication to address different purposes
- **professional learning** organised for colleagues that develops understanding and use of literacy and numeracy strategies across disciplines
- **lesson observation notes** by and of colleagues that highlight the teacher using strategies for making content accessible to non-native English speakers
- **lesson observation notes** by and of colleagues that reference the explicit teaching of academic language and its use throughout the lesson
- **diagnostic assessments** undertaken with colleagues to determine students' prior knowledge and readiness to learn to inform instruction
- **notes of meetings** with colleagues to inform the design of intervention strategies for particular students
- **learning tasks** developed with colleagues that incorporate extended writing responses and use of academic language
- **lesson observation notes** by and of colleagues that highlight the teacher using particular literacy and numeracy strategies
- **student work samples** that demonstrate the impact of differentiated literacy and numeracy activities for particular students
- **other**

2.6 Information and Communication Technology (ICT)

Descriptor

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.

Examples of evidence

- **teaching and learning programs and/or lesson plans** co-constructed with colleagues that articulate the use of ICT that link to curriculum standards
- **lesson observation notes** by and of colleagues that highlight how the teacher has integrated interactive technologies into teaching and learning activities
- **professional learning** organised for colleagues that develops understanding of technology applications that can enhance student learning
- **electronic learning spaces** constructed with staff that demonstrate use of blended learning approaches to enhance student learning
- **electronic resources** that have been created with colleagues to support student learning
- **professional learning** organised for colleagues that develops an understanding of the role of social media in student learning
- **professional learning** organised for colleagues that builds capacity to collaborate in face to face and virtual environments
- **other**

3.1 Establish challenging learning goals

Descriptor

Develop a culture of high expectations for all students by modelling and setting challenging learning goals.

Examples of evidence

- **lesson observation notes** by colleagues that reference the teacher modelling the connections between the learning activities and the learning objectives throughout the lesson
- **lesson observation notes** that reference the teacher modelling strategies to develop a culture of high expectations
- **teacher records** that describe students' baseline knowledge, including sources of data and its relationship to course objectives
- **teacher records** that identify student learning objective targets based upon starting points of individual students
- **lesson observation notes** by colleagues that highlight the teacher modelling the use of success criteria to make learning targets clear to students
- **unit/lesson plans** that identify short and long term learning goals that reflect high expectations and challenge students at their level
- **learning activities** that identify opportunities for students to participate in setting, revising and achieving personal goals
- **lesson plans** developed with colleagues that highlight possible student misconceptions and how they will be addressed
- **student self and peer assessment** that monitors learner progress and goals over time
- **student perception data** collected, analysed and acted upon to improve teacher practice
- **other**

3.2 Plan, structure and sequence learning programs

Descriptor

Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.

Examples of evidence

- **teaching and learning program** analysis and reflection with colleagues that identifies modifications made to enhance engagement and learning of all students
- **teaching and learning program** that identifies scope and sequence to convey the basis for planning and evaluating the program
- **lesson observation notes** by colleagues that reference the teacher using learning tasks and activities that are aligned with curriculum standards
- **lesson observation notes** by colleagues that reference the clearly defined structure of the lesson and pacing that provides students with the time needed to intellectually engage with and reflect on their learning
- **learning tasks** and activities that enable all students to have choice in how they complete tasks
- **learning tasks** developed with colleagues that engage students in applying content knowledge to real world problems
- **student work samples** that demonstrate choices provided by the teacher to engage with intellectually challenging content
- **video clip and written reflections** highlighting how the teacher has maximised student engagement in learning through purposeful grouping strategies
- **learning tasks** developed with colleagues that require varied modes for accessing, processing and presenting information
- **unit/lesson plans** co-constructed with colleagues that show instruction sequenced to assist students to apply new knowledge and make connections within and across subject matter areas
- **sample homework tasks** developed with colleagues that are aligned to learning goals and unit objectives
- **professional learning** organised for colleagues that focuses on processes to evaluate current teaching programs
- **learning tasks** developed with colleagues that reflect rigorous and clear expectations that are age and grade level appropriate
- **professional learning** organised for colleagues that focuses on the use of a variety of modalities to increase student engagement in learning
- **other**

3.3 Use teaching strategies

Descriptor

Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Examples of evidence

- **teaching and learning programs and/or lesson plans** co-constructed with colleagues that identify a variety of teaching and learning activities to enable students to analyse content and draw conclusions
- **lesson observation notes** by and of colleagues that reference the teacher using instructional strategies that challenge and support students to independently apply and think critically about the subject matter
- **student work samples** that demonstrate the use of higher order thinking
- **lesson plans** shared/developed with colleagues that identify relevant instructional materials, resources and technologies to assist students to individually construct their own knowledge and think critically and creatively about the subject matter
- **lesson observation notes** by colleagues that reference the modelling by the teacher of the use of multiple representations and explanations that capture key ideas in the discipline and promote each learner's understanding of content standards
- **video clip and written reflections** showing the teacher stimulating student reflection on prior knowledge, linking new concepts to familiar concepts and making connections to learners' experiences
- **video clip and written reflections** showing the teacher modelling how to identify learner misconceptions and creating experiences to build accurate conceptual understanding for pre-service teachers
- **lesson observation notes** by and of colleagues that reference the teacher using a variety of instructional strategies that support and expand learners' communication through speaking, listening, reading, writing and other modes
- **video clip and written reflections** showing the teacher modelling how to provide explicit instruction about a strategy, including how, when, and why to use the strategy
- **professional learning** organised for colleagues to build understanding and application of strategies to increase intellectual rigor in classrooms
- **other**

3.4 Select and use resources

Descriptor

Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.

Examples of evidence

- **teaching and learning programs and/or lesson plans** co-constructed with colleagues that include a variety of teaching and learning resources, including ICT linked to unit/lesson objectives
- **lesson observation notes** by and of colleagues that show that the teacher has selected, created and used a range of resources that align with lesson objectives to make content accessible to students
- **student work samples** that enable students to use a variety of formats
- **lesson plans**, analysis and reflections with colleagues that show the mapping of resources, including ICT, to students learning needs
- **examples of resources** used in the classroom and co-constructed with colleagues to engage students in learning
- **lesson observation notes** and photographs by colleagues that reference the teacher's design of the physical environment as a resource to accommodate students' needs and involvement in learning
- **lesson observation notes** by colleagues that reference room displays as an integral component of learning activities
- **lesson observation notes** by and of colleagues that reference teachers' use of resources to facilitate independent or team learning
- **other**

3.5 Use effective classroom communication

Descriptor

Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support student understanding, engagement and achievement.

Examples of evidence

- **lesson observation notes** by and of colleagues that reference the teacher modelling clear directions and procedures that anticipate student misunderstandings and demonstrate the teacher being prepared for and rectifying student misunderstanding, including the use of verbal and non-verbal communication strategies
- **video clip of lesson** analysed with colleagues that shows the teacher's clear explanation of content and the development of conceptual understanding through appropriate scaffolding and links to students' interests and the real world
- **video clip of lesson** analysed with colleagues that shows the teacher modelling of accurate spoken language and vocabulary that is appropriate to students' ages and interests
- **lesson observation notes** by and of colleagues that shows the teacher modelling clearly communicated goals (verbal and non-verbal) for learning with students
- **learning tasks** shared with colleagues that demonstrate clear and accurate written language to convey learning requirements
- **video clip of lesson** analysed with colleagues that shows the teacher using a variety of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition
- **lesson observation notes** by and of colleagues that highlight the teacher modelling techniques to ensure all students contribute to discussion
- **video clip of lesson** analysed with colleagues that highlights the teacher modelling the use of open-ended questions and wait time to elicit and build on student responses
- **student perception data** collected, analysed with colleagues and acted upon to improve practice
- **professional learning** organised for colleagues that focuses on increasing the range of communication strategies (verbal and non-verbal) that can be used in the classroom to support increased engagement and achievement
- **lesson observation notes** by and of colleagues that shows the teacher modelling verbal and non-verbal teacher behaviours to convey high expectations for learning and behaviour
- **other**

STANDARD 3
Plan for and implement effective teaching and learning

3.6 Evaluate and improve teaching programs

Descriptor

Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices.

Examples of evidence

- **staff meeting notes** that highlight rationale and methodology provided to staff for audit of teaching and learning programs
- **evaluation of teaching and learning programs** involving colleagues and using a broad range of evidence to inform future direction
- **modified units of work** constructed with colleagues based on student perception data and student achievement outcomes and assessment data
- **professional learning** organised for colleagues focused on using evidence to inform changes to teaching and learning programs
- **team meeting notes** that reference outcomes of evaluation process, recommended actions and impact on learning
- **student perception** data shared with staff and used to inform redesign of teaching and learning programs
- **staff meeting notes** that reference presentation on analysis of data sets to inform review of current programs
- **student forum notes** that highlight feedback used to inform review of teaching and learning programs
- **other**

STANDARD 3
Plan for and implement effective teaching and learning

3.7 Engage parents/carers in the educative process

Descriptor

Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Examples of evidence

- **meeting notes** that reference content of discussion with parents/carers about teaching and learning programs
- **emails, letters and other records of communications** with parents/carers to invite them to be involved in school and/or classroom activities
- **lesson plans** shared/developed with colleagues that show the use of parents/carers skills and expertise to enhance learning outcomes for students
- **samples of two-way** communication with parents/carers, including opportunities for parents/carers to give feedback on homework and classroom interactions
- **record of outcomes** for parent/carer and teacher meetings
- **information sessions** designed for parents/carers to enhance their understanding of technology resources, intervention programs, literacy and numeracy strategies to support their children's learning
- **communication** with parents/carers detailing specific strategies they could use to assist learning at home
- **meeting notes** of focus groups organised where parents/carers and staff share their views
- **newsletters** that regularly expose parents/carers to educational research, ideas and information
- **parent survey feedback** shared with staff and used to inform teaching and learning programs and practices
- **reflection notes** from student led parent/teacher conferences used to inform future learning
- **other**

4.1 Support student participation

Descriptor

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

Examples of evidence

- **video clip and written reflections** of lesson showing the teacher modelling equitable and respectful interactions with students
- **video clip and written reflections** showing the teacher orchestrating learning focused student interactions and teaching students how to work together most effectively
- **lesson observation notes** by and of colleagues that shows the teacher modelling verbal and non-verbal teacher behaviours to convey high expectations for learning and behaviour
- **lesson observation notes** by and of colleagues that reference opportunities provided to students to make decisions and incorporate their ideas into the lesson
- **lesson observation notes** by and of colleagues that reference student effort being acknowledged and constructive feedback being given to students
- **video clip and written reflections** of lesson that shows the teacher engaging students in individual and group work that promotes responsibility to the classroom community
- **class roll or notes** that reference students' needs and backgrounds to inform selection of teaching strategies
- **documented classroom protocols/norms** and/or rules and consequences developed with colleagues that inform classroom management and learner behaviours
- **lesson observation notes** by and of colleagues that show the teacher modelling strategies to support students in developing skills to respond to inequity and disrespect
- **lesson observation notes** by and of colleagues that reference displays of positive affect, evidence of relationship building and expressions of interest in students' thoughts and opinions
- **video clip of lesson and written reflections** that shows the teacher modelling ways to respond to students who need extra support, assistance or attention
- **video clip and written reflection** of the teacher modelling the explicit teaching of skills to enable students to disagree with ideas and or each other in appropriate ways
- **video clip and written reflection** of the teacher modelling and teaching strategies for dialogue, including agreed routines
- **other**

4.2 Manage classroom activities

Descriptor

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

Examples of evidence

- **lesson observation notes** by and of colleagues that reference the use of lesson time being maximised due to efficient classroom routines
- **lesson observation notes** by and of colleagues that reference students contribution to established lesson routines
- **lesson observation notes** by and of colleagues that reference smooth classroom transitions between different learning activities and grouping patterns
- **lesson plans** shared with colleagues that document timeframes required for engagement and completion of learning activities
- **video clip and written reflections** showing the teacher supporting students to self-monitor time on task to develop metacognitive capacity
- **lesson observation notes** by and of colleagues that reference teacher movement around the room and the provision of academically focused descriptive feedback to all students
- **video clip and written reflections** showing the teacher modelling how to pace instruction to include ongoing review and closure of lessons to connect them to future lessons
- **teacher records** that show student participation and completion of learning tasks and feedback provided to individual students
- **lesson observation notes** by and of colleagues that reference the focus on the roles, responsibilities and expectations of students working in groups
- **lesson observation notes** by and of colleagues that show the teacher modelling time management and organisation procedures and strategies
- **lesson observation notes** by and of colleagues that reference the teacher's planning and organisation of materials and resources in the classroom that have assisted in creating a productive learning environment
- **other**

4.3 Manage challenging behaviour

Descriptor

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

Examples of evidence

- **lesson observation notes** by and of colleagues that reference the teacher and students referring to classroom norms to redirect student behaviour
- **lesson observation notes** by and of colleagues that shows the teacher modelling how to monitor student behaviour using verbal and non-verbal behaviours for pre-service teachers
- **behaviour support plan** which demonstrates the strategies the teacher uses to describe, develop and maintain a positive behaviour culture
- **video clips and written reflections** that shows the teacher modelling responses to misbehaviour that are effective, fair, proactive and respectful of student dignity
- **lesson observation notes** by and of colleagues that reference students' understanding of expectations and consequences
- **emails or other correspondence or records** that show support for colleagues in the implementation and maintenance of school discipline and welfare policies
- **documents**, such as emails, letters or notes from conversations and meetings to show how the teacher follows up and ensures students complete tasks in order to achieve learning outcomes
- **lesson observation notes** by and of colleagues that reference the support provided to students to monitor their own behaviour and each other's in a respectful way
- **professional learning** organised for colleagues that incorporates specialist expertise in behaviour management to enhance knowledge and practice
- **lesson observation notes** by and of colleagues that reference the teacher's ability to anticipate any behavioural issues and monitor the classroom effectively
- **teaching and learning programs and/or lesson plans** that outline the engagement of students in purposeful worthwhile learning as a strategy to proactively manage behaviour in the classroom
- **other**

4.4 Maintain student safety

Descriptor

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

Examples of evidence

- **lesson observation notes** that reference the teacher's clear standards of conduct being reinforced during the lesson
- **lesson plans/observation notes** that reference the implementation of school discipline and welfare policies
- **lesson and/or excursion plans** that show that the teacher understands the concept of risk management and can clearly identify and mitigate risks
- **lesson plans and/or observation notes** that show awareness of school and/or system requirements in terms of bullying and harassment
- **correspondence, meeting records** or risk assessment documentation to show recognition of individual risk assessments for students and referrals where relevant
- **lesson observation notes** that reference the teacher implementing safe practices within the classroom
- **correspondence** showing that the teacher reports issues or incidents to appropriate personnel
- **documentation**, such as marked and annotated rolls, recording student attendance, absence and student safety concerns
- **correspondence/records of meetings** with parents to develop individual plans for students
- **documentation and meeting notes** that reference the teacher initiating and taking responsibility for implementing requirements to ensure student wellbeing and safety
- **correspondence** that reference the teacher initiating and taking responsibility for implementing requirements to ensure student wellbeing and safety
- **other**

4.5 Use ICT safely, responsibly and ethically

Descriptor

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

Examples of evidence

- **teaching and learning programs** co-constructed with colleagues that reference the explicit inclusion of outcomes to promote the safe, responsible and ethical use of ICT
- **lesson observation notes** by and of colleagues that reference the explicit teaching and learning strategies used to promote safe, responsible and ethical use of ICT in learning and teaching
- **assessment tasks** created with colleagues that include clear guidelines to students about plagiarism, referencing conventions and academic honesty
- **samples of email and online communications** (such as blogs) between teacher and students that model responsible and ethical use of ICT
- **printed excerpts of student online communications** with each other that demonstrate their responsible and ethical use of ICT as a consequence of deliberate teacher intervention
- **newsletters to parents/carers** that include reference to practices that encourage the safe, responsible and ethical use of ICT
- **professional learning** organised for colleagues that increase their understanding of the ethical use of ICT in learning and teaching
- **other**

5.1 Assess student learning

Descriptor

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.

Examples of evidence

- **video clip and written reflections** that highlight the teacher modelling the use of strategies to elicit information about individual student understanding
- **lesson observation notes** by and of colleagues that reference the teacher developing assessment criteria with students in order for them to self-assess their work
- **lesson observation notes** by and of colleagues that shows the teacher modelling the use of questions and prompts to diagnose evidence of student learning
- **lesson plans or excerpts from teaching and learning programs** developed with colleagues showing planned assessments
- **teacher's class assessment schedule** shared with colleagues showing range and purpose of assessment strategies
- **assessment criteria and rubrics** co-constructed with staff as part of a teaching program to assess student achievement and diagnose learning needs
- **teacher assignments, assessment criteria, rubrics and student work** that demonstrate alignment with curriculum/unit outcomes
- **video clip and written reflections** showing students being taught the skills of checking their work against criteria by the teacher
- **lesson observation notes** by and of colleagues that reference the adjustments made by the teacher to the lesson to address individual student misunderstandings
- **teacher records** that show selection and reflection upon evidence to diagnose student learning needs and support student learning
- **teacher records and reflections** that show evaluation of the effectiveness of approaches to assessment and outline of modifications required
- **lesson observation notes** by and of colleagues that shows the teacher modelling strategies to engage students in identifying quality work
- **assessment tasks** developed with colleagues that have been differentiated for learners' specific needs
- **professional learning workshops** organised for colleagues that build understanding of formative, summative and diagnostic assessment strategies
- **other**

STANDARD 5
Assess, provide feedback and report on student learning

5.2 Provide feedback to students on their learning

Descriptor

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

Examples of evidence

- **logs of student conferences** outlining feedback given to students on progress and achievement against their personal learning goals
- **question matrix** developed to allow students to receive consistently structured feedback on their learning
- **samples of student work** showing teacher feedback on learning objectives
- **record of moderation meetings** between teaching colleagues to demonstrate students are receiving consistent and appropriate feedback aligned with their learning goals and curriculum standards
- **lesson observation notes** by and of colleagues that reference feedback used by the teacher to comment on students' progress, effort and learning behaviours
- **lesson observation notes** by and of colleagues that reference the teacher modelling processes that guide learners in examining their own thinking and learning as well as the performance of others
- **data walls (display)** developed with colleagues that reflect learner progress toward explicitly stated goals and standards referenced during lessons
- **professional learning** organised for colleagues that focuses on giving and receiving feedback
- **student feedback** used to monitor and adjust instruction in order to progress learning
- **lesson observation notes** by and of colleagues that reference the use of scaffolding to enable students to construct their own understanding of concepts
- **video clip and teacher reflection** of the teacher modelling questioning technique to prompt students to explain their thinking and rationale for responses and actions
- **other**

STANDARD 5
Assess, provide feedback and report on student learning

5.3 Make consistent and comparable judgments

Descriptor

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

Examples of evidence

- **team moderation report** produced following moderation of student work with colleagues
- **work samples** produced that have been annotated with colleagues to reflect understanding of the use of assessment rubrics and criteria
- **assessment rubrics** co-developed with colleagues to assess students' achievement of learning goals
- **team report** on development of common assessment tasks to increase consistency and quality of tasks provided to students
- **professional learning** organised for staff focusing on the analysis of student work
- **professional learning** organised for staff focusing on the construction of quality assessment tasks and criteria
- **professional learning** organised for staff focused on the development of quality rubrics
- **correspondence and meeting notes** referencing activities led by the teacher and include colleague analysis and feedback
- **other**

STANDARD 5
Assess, provide feedback and report on student learning

5.4 Interpret student data

Descriptor

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

Examples of evidence

- **analysis of student assessment data** with colleagues identifying strengths and weaknesses in students' understanding of content to inform instruction
- **teaching and learning programs and/or lesson plans** annotated with colleagues to show modifications as a result of student assessment data
- **description of intervention strategies** for students as a result of analysis of data with colleagues
- **analysis of a sample of student work** that identifies point of intervention for next stage of student's learning
- **teacher records** that show assessment of prior learning and assessments after content has been taught
- **assessment of individual learning plans** in relation to achievement of learning outcomes
- **professional learning** organised for colleagues that focuses on analysis of school data sets
- **records of meetings** with colleagues that demonstrate the examination of various sources of data including achievement, behaviour, attendance and student feedback data to identify trends and intervention strategies
- **other**

STANDARD 5
Assess, provide feedback and report on student learning

5.5 Report on student achievement

Descriptor

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

Examples of evidence

- **record of three way conferences** conducted to discuss student achievement involving students and parents/carers in accordance with school policy and practice
- **accurate, reliable and comprehensive assessment records** shared with staff that have been maintained for each student and used to inform future learning and reporting to parents
- **record of engagement** with parents/carers through mediums such as phone, email, meetings, etc demonstrating constant liaison regarding student achievement
- **preparation for parent teacher interviews** with colleagues to ensure accurate and respectful reporting of students strengths and weaknesses and identifying future learning pathways
- **meeting notes** that reference support provided to staff to construct student assessment reports to parents
- **professional learning** organised for colleagues that focuses on quality report writing
- **professional learning** organised for colleagues that focuses on student self-assessment as a strategy to improve learning and teacher practice
- **other**

6.1 Identify and plan professional learning needs

Descriptor

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.

Examples of evidence

- **meeting records** with supervisor and/or colleagues regarding observed teaching, lesson planning and student achievement that are linked to performance and development goals and professional learning needs reflecting identified Standards and Focus Areas from the Australian Professional Standards for Teachers
- **professional learning plan** that references reflection on professional learning needs and is linked to identified Standards and Focus Areas from the Australian Professional Standards for Teachers
- **record of engagement** in professional development courses and professional learning activities including their relevance to identified Standards
- **performance and development documents** identifying goals for learning that link to the Australian Professional Standards for Teachers
- **journal notes** that reference work with pre-service teachers to improve their practice
- **lesson observation notes** by and of colleagues that references the teacher modelling of instructional strategies for pre-service teachers
- **professional learning** designed for colleagues to engage with the Australian Professional Standards for Teachers
- **other**

6.2 Engage in professional learning and improve practice

Descriptor

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.

Examples of evidence

- **evidence of participation** in professional learning activities to enhance knowledge and improve practice
- **professional learning plan** that aligns professional learning opportunities to identify professional learning needs and school and/or system priorities
- **evidence of leading** professional development sessions for colleagues that impact on classroom practice
- **newsletters, emails** and online communication with educators to further develop and enhance knowledge in order to improve practice
- **meeting notes** with university staff to provide feedback on pre-service teachers
- **professional learning forums** specifically designed for pre-service teachers to expand their repertoire of instructional strategies to meet the learning needs of students
- **evidence of the impact of post graduate study** that accesses and critiques relevant research and builds knowledge and enhances practice
- **workshop documentation** that references content and processes used to engage and support colleagues to improve their practice
- **evidence of strategies** used to disseminate and engage staff with educational research, journal articles, resources and literature to inform and improve practice
- **other**

STANDARD 6
Engage in professional learning

6.3 Engage with colleagues and improve practice

Descriptor

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.

Examples of evidence

- **minutes of professional learning committee meetings** that reference development of professional learning annual plan
- **participation in online discussions**, online courses, blogs and other virtual professional learning communities with other educators
- **records of engagement** in regular constructive discussion with colleagues including feedback aimed at supporting improvement in professional practice
- **documented reflection on practice** arising from professional discussions with a colleague(s)
- **team teaching** reflections from other colleagues
- **professional learning** designed and delivered to colleagues based on teacher survey feedback and student learning needs
- **conference presentations** co-constructed with a colleague(s) presented to external audience and school staff
- **action research project** designed and implemented with colleagues to address identified gaps in student learning
- **grade level/discipline based team project** that is designed to improve practice and student learning
- **other**

STANDARD 6
Engage in professional learning

6.4 Apply professional learning and improve student learning

Descriptor

Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.

Examples of evidence

- **professional learning plan** that shows selected professional development courses and other professional learning activities that are based on identified student learning needs
- **student assessment records** that have informed the choice of professional learning sourced and undertaken
- **professional reading log** showing reading undertaken with colleagues that addresses identified student learning needs and impacts on practice
- **documented outcomes of action research** undertaken to address identified student learning needs with a focus on improved teacher practice, and reflections on evaluation of the effectiveness of the professional learning in addressing student learning needs
- **video clip** of the teacher modelling strategies for colleagues that have been learned through engagement in professional learning
- **professional learning survey developed** for colleagues to improve the design and delivery of professional learning that impacts on practice, and evaluates of the effectiveness of the professional learning in addressing student learning needs
- **meeting notes** that reference discussions with colleagues who have engaged in external professional learning to determine their effectiveness and applicability to the local school context
- **professional learning forum** designed for colleagues to build their understanding of how people learn most effectively
- **system initiative proposal/application** initiated and designed with colleagues to access resources/expertise to improve teacher practice and student outcomes
- **other**

STANDARD 7**Engage professionally with colleagues, parents/carers and the community****7.1 Meet professional ethics and responsibilities****Descriptor****Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgment in all schools and community contexts.****Examples of evidence**

- **meeting records**, emails and other communications that demonstrate an understanding of mandatory reporting requirements
- **meeting notes, emails, blogs** that show regular engagement with colleagues to support their interpretation of codes of ethics
- **teaching and learning programs, lesson plans**, teaching materials and/or assessments that show appropriate credit given to sources, including colleagues, websites, books and journal articles
- **notes or other communications** which show permission being sought from students and/or colleagues for the use of their intellectual property where required
- **records** of successful completion of mandated training programs
- **induction resources/program** designed to transition new staff into the school
- **parent meeting notes** that reference school policies, procedures and protocols for engagement with parents
- **mentoring reflections** that reference work undertaken with colleagues to develop protocols for team meetings
- **other**

STANDARD 7**Engage professionally with colleagues, parents/carers and the community****7.2 Comply with legislative, administrative and organisational requirements****Descriptor****Support colleagues to review and interpret legislative, administrative and organisational requirements, policies and processes.****Examples of evidence**

- **meeting records, emails** and other communications that demonstrate an understanding of mandatory reporting requirements
- **teaching and learning programs and/or lesson plans** that reference and embed mandatory policy documents
- **classroom behaviour policy** developed with colleagues that demonstrates the implementation of school and system policies and procedures
- **workshops** organised for colleagues regarding relevant legislative, administrative, organisational and professional requirements
- **communication** that shows support for colleagues to comply with relevant legislative, administrative, organisational and professional requirements
- **performance review** documentation that demonstrates compliance with all policies and requirements
- **professional learning** organised for colleagues to develop their understanding of legislation and mandatory policies
- **school policy** developed in accordance with system requirements, policy and legislation
- **parent meeting notes** that reference the dissemination of information in respect to mandatory policies and legislation
- **other**

STANDARD 7
Engage professionally with colleagues,
parents/carers and the community

7.3 Engage with the parents/carers

Descriptor

Demonstrate responsiveness in all communications with parents/carers about their children’s learning and well-being.

Examples of evidence

- **written reports and records** of student progress, letters home and other communications with parents/carers that demonstrate respect and collaboration regarding their child’s learning and well-being
- **planning documents** for meetings with parents/carers
- **notes from observations** by supervisor/mentor to show the teacher establishes and maintains respectful collaborative relationships with all stakeholders
- **record of examples** that demonstrate active parent/carer contributions to homework sheets, lesson activities, class newsletters and parent-teacher meetings
- **parent meeting notes** that reference the information provided to parents at the start of the year about teaching and learning programs
- **parent membership** of key committees and groups within the school to influence and inform policy and practice
- **professional learning forums** that utilise the expertise of parents about student learning, engagement and motivation
- **resources/materials** provided to parents to support their understanding of their child’s learning and development
- **other**

7.4 Engage with professional teaching networks and broader communities

Descriptor

Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.

Examples of evidence

- **professional learning log** referencing attendance at professional networking meetings with reflections that show how knowledge has been enhanced and/or practice has been improved, and productive links made with professional networks established
- **online professional or community network records** that show active participation to broaden knowledge and improve practice
- **records** that show participation in professional forums, conferences or workshops to broaden knowledge and improve practice, and how productive links have been made with professional networks
- **record of activities** or roles undertaken in a professional network
- **articles, papers** written for professional associations/journals
- **professional learning** designed and delivered for colleagues within the network/cluster
- **record of engagement** and work with community groups to enhance student learning outcomes
- **proposals/applications** developed with community groups to support identified student needs
- **network proposal** that references work undertaken across schools to improve teacher practice and student learning
- **other**

Tools and templates

Evidence mapping to descriptors: Highly Accomplished career stage

STANDARD 1: Know students and how they learn	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	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.										

**STANDARD 2:
Know the content and how
to teach it**

	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact
	1	2	3	4	5	6	7	8	9	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.										

**STANDARD 3:
Plan for and implement
effective teaching and
learning**

	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact
	1	2	3	4	5	6	7	8	9	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.									

**STANDARD 4:
Create and maintain
supportive and safe
learning environments**

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

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.

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

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

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.

**STANDARD 6:
Engage in professional
learning**

Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact
1	2	3	4	5	6	7	8	9	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.										
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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.										
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**STANDARD 7:
Engage professionally with
colleagues, parents/carers
and the community**

	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact	Evidence Set or Artefact
	1	2	3	4	5	6	7	8	9	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.										

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The logo for AITSL, featuring the lowercase letters 'aitsl' in a green-to-yellow gradient font. The letter 'i' has a dot above it.

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