Evidence Guide for the Highly Accomplished Teacher Standards

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Section One:
Teaching Standards

Australian Professional Standards for Teachers

The *Australian Professional Standards for Teachers* is a public statement of what constitutes quality teaching. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that result in improved educational outcomes for students. The Standards are a framework that describes the knowledge, practice and professional engagement required at stages in teachers' careers. They present a common understanding and language for discourse between teachers, employers, teacher educators, teacher organisations, professional associations and the public.

Accreditation in NSW

In NSW, accreditation is the structured process through which teachers are recognised as meeting teaching standards. Accreditation ensures the integrity and accountability of the profession. It also recognises the significance of teaching as a profession, and the position of trust and responsibility that teachers have within society.

There are two mandatory levels of accreditation: Graduate Teacher and Proficient Teacher. There are also two voluntary levels of accreditation: Highly Accomplished and Lead Teacher. Highly Accomplished and Lead Teacher levels of accreditation are undertaken by experienced teachers.

Being fully qualified to teach by graduating from an approved teacher education program recognises that the teacher has met the standards at Graduate Teacher, the first career stage. Teachers who are fully qualified graduates will be provisionally accredited before they begin teaching for the first time in NSW. Conditional accreditation is granted when a teacher seeks employment in NSW prior to completing their teaching qualification. Completion is required within a defined period of time.[1]

The second stage of a teacher's career is recognised when achievement of the Standards at Proficient Teacher is demonstrated.

Teachers may also choose to undertake a voluntary accreditation process to have their practice recognised as Highly Accomplished Teacher or Lead Teacher.

The Highly Accomplished Teacher

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners who routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that support, guide or advise others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including teacher education students (pre-service teachers), with support and strategies to create positive and productive learning environments. Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve learning and teaching. They are active in establishing an environment which maximises professional learning and professional practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students and the Australian Professional

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[1] Conditional accreditation means you have successfully completed either an undergraduate degree or at least 3 years of a 4 year teaching degree.

Standards for Teachers. They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.

Using this Evidence Guide

The determining factor in accreditation at any level is the demonstration of achievement of the Australian Professional Standards for Teachers, so this Evidence Guide describes examples of evidence for each Highly Accomplished Standard Descriptor. The act of teaching is a complex integration of knowing students, curriculum, planning and assessing and in compiling evidence candidates should bear in mind that individual items of evidence may support the demonstration of more than one Standard or Standard Descriptor.

The ways that achievement of the Standard Descriptors can be demonstrated will always depend on the candidate's context, including their responsibilities within a school, the students, school community, school size, stage of schooling and the type and location of the school. The descriptions of evidence contained in this document are suggestions only and need to be interpreted in the teacher's context. They are not an exhaustive list and candidates may gather evidence from their teaching and other professional and school contexts not described in this guide.

Each description of evidence in the Guide needs to be interpreted in the context of the Standard Descriptor. They are *examples of practice* that would contribute to the candidate's evidence and it should not be assumed by a candidate that providing any one of the examples alone will be adequate. It is the responsibility of the candidate to manage the process of identifying evidence and explain how their evidence demonstrates the Standard Descriptor through the effective use of annotations.

Within this document, the term *colleagues* is viewed to mean a broad range of people with whom the candidate may collaborate, including fellow full-time, casual, temporary and part-time teachers, specialist support staff, executive staff and principals as well as teacher education students who are being supervised while undertaking a professional experience placement at the school. Colleagues may be situated within or outside the candidate's school. They may be teacher educators, consultant or advisors, or members of the same professional association, interest or networking group that meets several times a year or communicates via ICT.

Collecting Evidence

The *Policy for Accreditation at Highly Accomplished and Lead Teacher* gives an overview of accreditation processes for all career stages. At Highly Accomplished Teacher, providing evidence is an online submission process in NSW. Information about how to collect and submit evidence is also available in the *Submission Guidelines* for current candidates.

Candidates for accreditation at Highly Accomplished will be teaching in a range of educational settings and the types of evidence that they collect reflect these settings. The teacher's practice is the source for the development of an accreditation submission and candidates are advised to consider key professional activities, responsibilities and opportunities to advise and assist colleagues in their teaching as a starting point. These need to be mapped to the Standards to demonstrate the practice of the candidate in terms of the Standards at Highly Accomplished Teacher.

This Evidence Guide prompts teachers to think about the types of evidence they could collect that would be readily available or observable which demonstrate that the candidate is at the level of Highly Accomplished Teacher. This evidence is expected to stem from the candidate's regular practice and will be from three sources:

- documentary evidence
- referee evidence
- external observation evidence

Evidence across the submission must come from these three different sources. There is no single source of evidence and candidates will decide which source of evidence provides the best

demonstration of their practice for each Standard Descriptor. Most Standard Descriptors are complex and may require more than one source of evidence to be fully demonstrated.

Documentary Evidence (D)

Documentary evidence should focus on quality rather than quantity and avoid repetition. As a guide, candidates should consider that 35 or fewer individual pieces of documentary evidence will be sufficient for effective demonstration of the Standard Descriptors. There are many examples of what could be considered as documentary evidence. Candidates should refer to Section Two of this Guide, where a range of evidence categories have been listed.

Reports of school-based classroom observations

In addition to the documentary evidence selected by the candidate, documentary evidence of classroom observations is required in all Highly Accomplished Teacher Submissions.

Two classroom observations are to be conducted by the school and a written report is required for each observation. At least one of these observations is to be conducted by the principal or head of school (or their delegate).

This Evidence Guide provides some examples of Standard Descriptors that are recommended as appropriate for the observations in the lists of documentary evidence and there is a suggested template at the back of this Guide.

It is recommended that:

- the candidate and the school observer negotiate an agreed time for the observation and for discussions before and after the lesson
- the candidate and the observer discuss each of the Standard Descriptors that will form the basis of the observation
- the observer use the template for the report on the observation of teaching, even if they use the school's observation template during the lesson, and
- the observer provide verbal as well as written feedback (the report) to the candidate as soon as possible after the lesson

Following each classroom observation, the candidate will need to make sure that they receive the written report. The reports from the two observations should be called 'School-Based Observations' and uploaded together in the submission as an item of documentary evidence.

Referee evidence (R)

Referee evidence is provided through written statements from people identified by the candidate. These are people who can substantiate the candidate's claim for accreditation because they know the candidate's practice. Referees may include, but are not limited to, classroom teachers, executive staff, principals, education consultants or advisors, specialist or itinerant staff, members of the community, teacher educators and representatives of external organisations. Referees complete and submit online a written report.

The teacher's application requires a minimum of three and a maximum of eight referees. These referees must include the candidate's principal or head of school, a teacher colleague and a teacher who has received professional assistance or guidance from the candidate.

External Observation evidence (O)

External observations of a candidate's practice make a valuable contribution to the accreditation process. A structured observation by an External Observer appointed by the BOSTES is a required source of evidence. It provides an opportunity for an independent review of a candidate's practice and substantiation of their claims for accreditation. Practice to be observed must include the teaching of

students and can include other activities, such as meetings with colleagues, students, parents/carers and/or community members. External Observers complete and submit a written report on their observations. It can be viewed by the candidate once it has been submitted.

Advice on your process for collecting evidence

Candidates are advised to look to their own practice as the starting point. Key questions that a candidate at Highly Accomplished may ask themselves in examining practice include:

- In what ways am I a highly effective teacher?
- What are the significant ways that I influence the work of others through modelling, mentoring, sharing and/or providing feedback?
- How would I describe these actions?
    - What do I do, and why?
    - What do others do?
    - What happens?
    - Where is the impact?
    - What changes as a result?
    - How do I reflect on the impact of my changes?
    - How do I ensure that these changes sustained?

At Highly Accomplished Teacher, candidates are advised to identify a number of significant activities that cover a wide range of Standards and Standard Descriptors. After you have identified and reflected on your actions and their impacts:

- Match each of your actions to the Standards and the Standard Descriptors. You could use the mapping grid at the back of this document to check that your actions meet the Standard Descriptors.
- List the documentary evidence that has contributed to or results from your actions. This evidence might be individual items of evidence or naturally lead to sets of evidence.
- Identify referees who could attest to your actions and your influence, where appropriate.
- Consider what opportunities you could plan for an external observation to provide additional evidence of your actions.

This reflection and analysis will help you to know which of the Standards require further attention so that your practice meets all of the Standard Descriptors at Highly Accomplished Teacher. It may also guide you to re-think your current career stage, or your overall readiness to proceed with an application.

The examples in this guide may help you to see where you are already meeting some of these Standard Descriptors. It may be that an identified gap in your practice is also a gap in the school's policies, processes or priorities and this will provide an authentic opportunity for you to meet the Standard Descriptors while improving outcomes for students, colleagues, parents/carers and/or the broader community.

Section Two:
Types of Evidence for Accreditation

This section provides broad categories of documentary evidence types. They highlight the range of evidence that could be considered and serve only as an illustration. They are neither an exhaustive list nor an essential list of required evidence. In an accreditation submission, documents are integrated with referee and observer evidence.

Many of the evidence types commonly occur in teachers' practice regardless of their career stage. It is the task of the candidate to show how the evidence put forward demonstrates the Standard Descriptor at Highly Accomplished Teacher in their annotations. Varying across the career stages will be:

- how the evidence was developed
- what initiatives it is connected to
- the scope of impact of the evidence

Evidence Categories for Highly Accomplished Teachers:

Learning and teaching programs:
- Term, semester or full year learning and teaching programs
- Lesson plans
- Learning resources
- Learning tasks and activities
- Evaluation of learning and teaching programs
- Modified learning and teaching programs
- Individual student learning plans
- Interdisciplinary program mapping documents
- Learning and teaching program evaluation procedure documents
- Strategic goal documents

Classroom observations:
- Lesson observation notes of colleagues' practice, including teacher education students (pre-service teachers) during their professional experience
- Post-observation meeting notes
- Meeting notes and/or resources to support colleagues in making professional judgements, including judgements of teacher education students (pre-service teachers)
- Student survey data
- Performance review feedback notes from the candidate's principal (or delegate)

Reflection and feedback:
- Student conference notes
- Teacher student records
- Performance review feedback to and from colleagues
- Notes taken during the analysis of videoed lessons
- Student feedback and survey data
- Parent feedback and survey data
- Parent-teacher interview notes
- Feedback to colleagues on teacher education students' professional experience
- Peer feedback
- Professional reading log and reflection
- Diary of practice and reflection

Student assessment and learning:
- Student conference outcomes
- Student work samples demonstrating learning over time
- Teacher records of student performance
- Assessment plan
- Assessment schedule
- Assessment tools/tests/strategies
- Assessment procedure documents
- Student self/peer assessment feedback
- Diagnostic assessments
- Tracking systems for student records
- Stage/faculty student learning data analyses
- Data demonstrating value adding to students by colleagues and/or the candidate
- Exhibitions/displays of student work, feedback and outcomes

Collaboration and communication:
- Resources constructed and/or shared with teachers
- Common assessment tasks, including assessment criteria and assessment moderation plan
- Meeting notes, including notes prepared by the candidate prior to a meeting, formal meeting minutes published after the meeting and/or candidate reflections or proposed actions based on discussions during a meeting with colleagues
- Screenshots of online blogs, wikis, discussion forums
- Meeting logs
- Itineraries and planning documents for field activities, trips and tours
- Written correspondence
- Parent teacher interview notes
- Communications with initial teacher education providers
- Communications with colleagues regarding the needs of teacher education students (pre-service teachers)
- Community partnerships and engagement notes and meeting logs

Professional learning:
- Candidate's professional learning plan
- Mentoring colleagues, including teacher education students (pre-service teachers)
- Stage/faculty professional learning plan incorporating the needs of all teachers, including teacher education students (pre-service teachers)
- Professional learning journal
- Action research project
- Participation in professional associations
- Planning notes of professional development organised for colleagues and delivered by experts, which includes a needs analysis and follow up
- Professional development workshops/forums delivered, including preparation of colleagues to mentor and assess teacher education students (pre-service teachers)
- Analyses of professional development workshops/forums delivered
- Graduate and postgraduate studies

Section Three:
Evidence Examples for the Standards

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Physical, social and intellectual development and characteristics of students

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs, lesson plans, or teacher-developed learning materials demonstrating the candidate identifies teaching strategies for particular physical, social and/or intellectual development

D- Notes evaluating strategies the candidate selected to suit the physical, social or intellectual characteristics of students

D- Student learning tasks differentiated by the candidate to address the physical, social or intellectual learning needs and characteristics of individual students

D- Lesson observation notes of the candidate demonstrating flexible and effective teaching strategies to suit the physical, social and/or intellectual characteristics of the students in their class

D- Individual Learning Plan that the candidate has developed and used to address the physical, social and/or intellectual characteristics of the student

R- The candidate develops their repertoire of teaching strategies to address the needs of a diverse range of students

R- The candidate selects from a range of teaching strategies based on students' physical, social or intellectual development

O- The candidate makes identified adjustments to strategies or language in a lesson to address the characteristics of students

O- The candidate selects effective teaching strategies according to students' physical, social or intellectual development

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	Focus: Understand how students learn

1.2.3 Standard Descriptor:
Expand understanding of how students learn using research and workplace knowledge.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs, lesson plans or teacher-developed learning materials developed by the candidate using research and workplace knowledge

D- Annotated professional reading log demonstrating that the candidate has expanded their understanding of how students learn

D- Notes from the candidate's professional learning about research-based strategies for enhancing student learning

D- Analysis of student data by the candidate to identify learning improvement resulting from changing teaching practice

D- Annotated professional readings that identify the impact of contextual factors on student learning (relevant to school setting)

D- Learning materials developed by the candidate that are based on a researched understanding of how students learn

R- The candidate expands their understanding of how students in their class/es learn

O- The candidate demonstrates strategies in the classroom that reflect their researched understanding of how students learn

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.3.3 Standard 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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs that have been developed by the candidate with colleagues that include effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

D- Professional learning materials that the candidate has developed and used to support colleagues to identify student learning differences

D- Professional learning materials that the candidate has developed and used to focus colleagues on learning and teaching strategies that are responsive to students from diverse backgrounds

D- Meeting notes demonstrating the candidate working with colleagues to co-construct learning and teaching programs that address the learning strengths and needs of students

D- Notes from discussions of the candidate's videoed lessons to develop the effectiveness of colleagues' strategies for addressing students' learning strengths and needs

D- Learning tasks developed with colleagues to demonstrate the different ways students learn

R- The candidate supports colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

R- The candidate appropriately shares information on student backgrounds to assist colleagues to develop effective teaching strategies for addressing student needs

O- The candidate models teaching strategies for colleagues that have been selected to address student learning strengths and needs from diverse backgrounds

O- The candidate meets with colleagues to support them to develop effective teaching strategies that address the learning strengths and needs of students from diverse backgrounds

Additional evidence relating to my school context:

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STANDARD 1:	**Focus:**
KNOW STUDENTS AND HOW THEY LEARN	Understand how students learn

1.4.3 Standard 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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Meeting notes, annotated contact list or annotated resources demonstrating the candidate's role in advising colleagues about teaching strategies that reflect the local Aboriginal and Torres Strait Islander community

D- Individual Learning Program that has been developed by the candidate with colleagues to include teaching strategies that support the engagement of an Aboriginal and/or Torres Strait Islander student

D- Learning and teaching programs and/or unit/lesson plans, developed by the candidate with colleagues to implement teaching strategies based on the advice of community representatives

D- An action plan developed by the candidate using knowledge of and support from community representatives in preparation for supporting colleagues to implement effective teaching strategies for Aboriginal and Torres Strait Islander students

D- Meeting notes, annotated contact list or annotated resources demonstrating the candidate's role in advising and preparing colleagues to teach Aboriginal and Torres Strait Islander students

D- Notes from discussions of videoed lessons by the candidate to assist colleagues in selecting effective teaching strategies for Aboriginal and Torres Strait Islander students

R- The candidate's learning from Aboriginal and Torres Strait Islander community members, professional learning, professional reading and/or research into effective approaches for Aboriginal and Torres Strait Islander students at the school is appropriately shared to support colleagues

R- The candidate models and/or shares a range of effective teaching strategies from their own classroom that have enhanced the learning of Aboriginal and Torres Strait Islander students

R- The candidate has participated in team teaching and/or collaborative planning with a local community representative to ensure that effective teaching strategies for Aboriginal and Torres Strait Islander students are included in learning and teaching programs

O- The candidate shares a range of effective teacher-developed learning materials with colleagues to enhance the learning of Aboriginal and Torres Strait Islander students

O- The candidate models teaching strategies for colleagues that support the learning needs of Aboriginal and Torres Strait Islander students

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Differentiate teaching to meet the specific learning needs of students across the full range of abilities

1.5.3 Standard 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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs evaluated and modified by the candidate using student achievement records/ data to differentiate learning activities for students across the full range of abilities

D- Student work samples/learning tasks collected by the candidate demonstrating multiple entry points and learning outcomes for students to support the evaluation of learning and teaching programs

D- Notes from professional development undertaken by the candidate to improve their use of student assessment data to cater for the full range of student abilities

D- Student pre and post assessment data which are used by the candidate to identify student learning needs

D- Notes from professional development or professional reading undertaken by the candidate to enhance their skills in evaluating learning and teaching programs in response to student learning needs identified in school data

D- Resources, materials and/or technologies that have been adapted or used by the candidate to improve learning and teaching programs and provide equal access for all students based on evidence of their identified learning needs

R- The candidate has developed appropriate teaching programs or resources that support the participation and learning of students with varying abilities

R- The candidate has used student assessment data to evaluate learning and teaching programs for the purpose of differentiating student learning

Additional evidence relating to my school context:

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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	**Focus:** Strategies to support full participation of students with disability

1.6.3 Standard 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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs that have been developed collaboratively to include activities that support participation of an individual student or group of students with disability

D- Professional learning materials that the candidate has developed and used to build knowledge and understanding of policy and legislative requirements to support students with disability

D- Meeting notes demonstrating how the candidate's discussions with parents/carers, students, specialists or support teams and services have assisted the design and implementation of learning and teaching programs/units of work/lesson plans that cater for students with disability

D- Individual Learning Plan developed to enhance participation for a student with disability by the candidate with colleagues and in consultation with specialists, such as learning support staff and counsellors

D- Lesson plans and/or teacher-developed learning materials developed by the candidate with colleagues and specialists based on specific learning needs of a student or students with disability

R- The candidate has facilitated access for colleagues to specialist knowledge related to students with disability for colleagues

R- The candidate models strategies to colleagues that support the learning needs of individual students with disability in accordance with policy and guidelines

O- The candidate works with colleagues to support the participation and learning of students with disability

O- The candidate models learning and teaching strategies for colleagues that support the learning needs of students with disability

O- The candidate works with colleagues to use adaptive and assistive technologies to support participation and learning of students with disability

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	**Focus:** Content and teaching strategies of the teaching area

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Units of work that the candidate has developed with colleagues that contain content-based lessons and demonstrate extensive knowledge of the subject/discipline

D- Professional learning materials that the candidate has developed and used to improve colleagues' knowledge of curriculum frameworks, content and/or engaging teaching strategies

D- Learning and teaching programs, units of work and/or lesson plans developed by the candidate with colleagues with learning activities aligned to mandatory curriculum requirements

D- Academic transcripts or certificates relating to postgraduate study or formal training undertaken and shared by the candidate relating to the relevant subject/teaching area

D- Student feedback about engaging teaching strategies that the candidate has collected, analysed and provided to colleagues

D- Student learning tasks and work samples shared by the candidate with colleagues that focus on understanding and application of key content

D- Abstracts of professional articles on developing engaging learning and teaching programs, written by the candidate

R- The candidate shares comprehensive knowledge of content and teaching strategies with colleagues to develop engaging teaching practices and programs during a presentation to colleagues for a professional teaching association

R- The candidate collaboratively plans authentic experiences and relevant examples in order to increase students' knowledge and engagement

O- The candidate models to colleagues how to engage students in their learning using comprehensive content knowledge

O- The candidate works with school, stage, or faculty colleagues to improve their knowledge of content and/or their teaching strategies

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	Focus: Content selection and organisation

2.2.3 Standard Descriptor:
Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Lesson plans and/or learning materials developed by the candidate that exhibit innovative practice

D- Student work samples resulting from innovative delivery of subject content

D- Lesson observation notes of the candidate exhibiting innovative teaching practice

D- Notes from discussions of the candidate's videoed lessons that illustrate innovative practice in selecting and organising content

D- Learning and teaching program rationale statement that explains the candidate's selection, organisation and delivery of content to achieve innovative practice

R- The candidate has made modifications to learning and teaching programs that reflect innovative practices

R/O- The candidate participates in discussions about the selection, organisation and delivery of content to support innovative practice

O- The candidate uses innovative teaching practice in the delivery of syllabus content

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	**Focus:** Curriculum, assessment and reporting

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs developed by the candidate with colleagues aligning curriculum, assessment and/or reporting requirements

D- Notes from meetings demonstrating the candidate working with colleagues to develop assessment schedules and/or assessment tasks that are clearly linked to learning and teaching programs

D- Annotated professional reading log demonstrating how the candidate has developed contemporary knowledge and understanding of curriculum, assessment and/or reporting

D- Academic transcripts or certificates relating to postgraduate study or formal training demonstrating the candidate's contemporary knowledge and understanding of curriculum and/or assessment

D- Notes from meetings demonstrating the candidate's role in the collaborative development of assessment activities, criteria and marking guidelines that align with curriculum and learning outcomes

R- The candidate's knowledge and understanding of curriculum, assessment and reporting requirements are contemporary and shared to support colleagues

R- The candidate assisted colleagues to develop and implement learning and teaching programs based on an understanding of curriculum, assessment and/or reporting

R- The candidate has developed learning and teaching programs and assessments as part of the learning and teaching cycle with colleagues

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	**Focus:** Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching program, teaching resource/s or co-curricular activities developed and shared by the candidate to provide colleagues with a range of effective opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and/or languages

D- Academic transcripts demonstrating postgraduate study that the candidate has undertaken relating to Aboriginal and Torres Strait Islander languages

D- Notes from meetings between the candidate and a member of the local Aboriginal and Torres Strait Islander community to appropriately inform understanding of and respect for Aboriginal and Torres Strait Islander cultures

D- Professional learning materials that the candidate has developed and used to share specialist expertise about Aboriginal and Torres Strait Islander languages

R- The candidate works collaboratively with members of the local Aboriginal and Torres Strait Islander community to develop colleagues' understanding of and respect for Aboriginal and Torres Strait Islander histories

R- The candidate has shared strategies and/or teaching resources to provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander languages

R- The candidate works with colleagues on learning and teaching programs to expand student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

R- The candidate supports colleagues to understand the importance of valuing and respecting all Aboriginal and Torres Strait Islander students' languages

R- The candidate has regularly organised and participated in assemblies, fieldwork or community activities to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages with colleagues

O- The candidate models activities and discussions that develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages for colleagues

O- The candidate uses knowledge and understanding of Aboriginal and Torres Strait Islander histories, culture and languages to support colleagues' curriculum planning

Additional evidence relating to my school context:

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STANDARD 2:	Focus:
KNOW THE CONTENT AND HOW TO TEACH IT	Literacy and Numeracy Strategies

2.5.3 Standard Descriptor:
Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs and/or lesson plans developed by the candidate with colleagues that incorporate explicit and structured literacy strategies

D- Evidence-based critiques of literacy and numeracy practices/programs/strategies undertaken by the candidate and discussed with colleagues

D- Student progress records, developed and shared by the candidate, which demonstrate effectiveness of the numeracy strategies employed

D- Notes from the candidate's meetings with specialist support staff that have been used to support colleagues to implement effective strategies in the classroom to improve students' literacy achievement, including Aboriginal and Torres Strait Islander and/or EAL/D students

D- Professional learning materials that the candidate has developed and used to enhance understanding and use of literacy or numeracy strategies

D- Annotated and shared student tasks and work samples that demonstrate the use of differentiated literacy or numeracy activities for identified students

D- Lesson observation notes of the candidate modelling specific literacy and/or numeracy strategies to colleagues

R- The candidate shares information to support colleagues with implementing literacy and numeracy strategies to improve student achievement

R- The candidate accesses and shares specialist literacy and numeracy support staff to implement effective literacy and numeracy strategies in the classroom

R- The candidate has shared with colleagues evidence of effective strategies to assess and diagnose student improvement needs

R- The candidate reinforces with colleagues the importance of high teacher expectations to develop numeracy achievement for all students, including Aboriginal and Torres Strait Islander students

Additional evidence relating to my school context:

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	Focus: Information and Communication Technology (ICT)

2.6.3 Standard 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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs, lesson plans or learning materials developed and shared by the candidate to support the use of current ICT

D- Screenshots or PDF copies of digital spaces demonstrating how the candidate has modelled blended learning

D- Professional learning materials that the candidate has developed and used that improve understanding of current uses of ICT to make content relevant and meaningful

D- Professional learning materials that the candidate has developed and used to build colleagues' capacity to collaborate in virtual environments

D- Student feedback that the candidate has collected, analysed and provided to colleagues about students' current use of ICT

D- Professional learning materials that the candidate has developed and used to improve colleagues' understanding of the role of social media in student learning

D/R- The candidate has instigated regular opportunities for colleagues to share information on successful ICT teaching strategies

R- The candidate models a range of ICT-based teaching strategies to enhance colleagues' teaching practice

R- The candidate has developed learning and teaching programs and/or lesson plans with colleagues that demonstrate the use of ICT to engage students

O- The candidate models the use of interactive technologies in learning and teaching activities to improve colleagues' teaching practice

O- The candidate provides professional development to colleagues to improve their understanding of ICT activities that make content more relevant and meaningful for students

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Focus: Establish challenging learning goals

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Lesson plans and/or teacher-developed learning materials that identify opportunities for students to participate in setting, revising and achieving personal learning goals

D- Learning and teaching programs developed by the candidate that set high expectations to challenge all students

D- Annotated student data that are used to determine appropriately challenging learning goals for all students based

D- Student self and peer assessments that are used to monitor learner progress and goals over time

D- Lesson observation notes demonstrating the candidate working with students to set challenging learning goals

D- Notes from discussions of the candidate's videoed lessons that assist colleagues to develop a culture of high expectations

R- The candidate contributes to forums where learning and teaching programs are reviewed to ensure that they include appropriately challenging learning goals for students

R- The candidate contributes to the development and implementation of Individual Learning Plans that contain appropriately challenging goals for students

O- The candidate challenges students to set, articulate and achieve learning goals

O- The candidate explains the connections between the learning activities and the learning goals to students throughout the lesson

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Focus: Plan, structure and sequence learning programs

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs evaluated or modified with colleagues to enhance student engagement

D- Learning and teaching programs planned with colleagues to increase student engagement

D- Learning tasks that are developed by the candidate with colleagues to enable student choice

D- Learning tasks that are developed by the candidate with colleagues to engage students in applying content knowledge to real world problems

D- Unit/lesson plans developed with colleagues that sequence instruction to assist students to apply new knowledge and make connections within and/or across subjects

R- The candidate has developed learning tasks with colleagues that promote engagement and student time on task

R- The candidate works with others to support the planning, evaluation and modification of learning and teaching programs to create productive environments that engage all students

R- The candidate collaborates in the development of learning and teaching programs to enhance engagement

O- The candidate works with colleagues to develop learning and teaching programs to promote student engagement

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Focus: Use teaching strategies

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs and/or lesson plans that the candidate has developed with colleagues to develop students' content knowledge and skills

D- Learning and teaching programs and/or lesson plans that the candidate has developed with colleagues to develop students' problem solving, critical thinking and creative thinking

D - Notes from meetings where the candidate has provided support to colleagues to develop students' knowledge, skills, problem solving and critical and creative thinking

D- Notes from discussions of the candidate's videoed lessons to assist colleagues to apply effective teaching strategies to develop knowledge, skills, problem solving or critical and creative thinking

D- Professional learning materials that the candidate has developed and used to increase intellectual rigour in classrooms

R- The candidate models and/or shares instructional strategies that challenge and support students to think critically

R/O- The candidate models how to identify learner misconceptions and create experiences to build accurate conceptual understanding to teacher education students (pre-service teachers) and/or early career teachers

O- The candidate models instructional strategies for colleagues that engage students in higher order thinking

O- The candidate models for colleagues how to use student prior knowledge, link new concepts to familiar concepts and make connections to learners' prior experiences

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	**Focus:** Select and use resources

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D -A range of teacher-developed learning materials, including ICT, that have been developed by the candidate with colleagues to engage students in their learning

D- Professional learning materials that the candidate has developed and used to assist colleagues with incorporating ICT into learning and teaching

D- Student learning activities and/or learning materials that colleagues have developed with the candidate's assistance

D- Advice provided to colleagues by the candidate to support them in selecting the preferred textbook for their course and context, including access to digitised text books, where appropriate

D- Student feedback collected, analysed and shared by the candidate with colleagues about classroom resources that students find engaging

D- A range of learning and teaching resources that have been annotated by the candidate for colleagues to explain how they enhance student engagement

D- Meeting notes demonstrating the candidate assisting colleagues to evaluate and select resources

R- The candidate has worked with colleagues to create effective learning and teaching resources, including ICT

R- The candidate has taken a role in making recommendations to colleagues on the purchase and allocation of engaging resources

R- The candidate has organised, evaluated and shared physical and digital resources

O- The candidate delivers professional development to assist colleagues in the selection and/or use of effective learning and teaching resources

O- The candidate models for colleagues the use of resources that engage students in their learning

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Focus: Use effective classroom communication

3.5.3 Standard Descriptor:
Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Lesson observation notes from the candidate to colleagues to provide feedback about their use of verbal and non-verbal communication

D- Notes from discussions of the candidate's videoed lessons to assist colleagues to select effective communication strategies

D- Teacher-developed learning materials with clear student guidelines that have been developed by the candidate with colleagues

D- Professional learning materials that the candidate has developed and used to increase colleagues' repertoire of verbal and non-verbal communication strategies

R- The candidate has assisted colleagues to select a wide range of verbal and non-verbal communication strategies

R- The candidate has modelled for colleagues use of effective questioning and explanation skills with students

O- The candidate evaluates the verbal and non-verbal communication strategies used by a colleague to assist them in enhancing student understanding, engagement, and/or achievement

O- The candidate models the use of a wide range of verbal and non-verbal communication strategies for colleagues

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	**Focus:** Evaluate and improve teaching programs

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs that have been annotated by the candidate for colleagues using sources of data that indicate the need for review

D- Annotated professional reading log demonstrating how the candidate has deepened and shared their knowledge of curriculum, feedback and/or assessment to review learning and teaching programs

D- Meeting notes demonstrating the candidate's understanding of workplace practices and how they have been applied to the review of learning and teaching programs

D- Professional learning materials that the candidate has developed and used to support changes to learning and teaching programs

D- Student feedback or assessment data that have been used in the collaborative review of learning and teaching programs

R- The candidate shares approaches to reviewing learning and teaching programs with colleagues in response to student feedback and assessment data

R- The candidate collaboratively reviews internal and external student assessment data to identify opportunities to modify and improve learning and teaching programs

R- The candidate works with colleagues to review current learning and teaching programs using their knowledge of curriculum and/or workplace practices

R- The candidate has developed and delivered professional development based on an analysis of student data and feedback to inform the review of learning and teaching programs

Additional evidence relating to my school context:

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	**Focus:** Engage parents/carers in the educative process

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Communications to parents/carers by the candidate that have been shared with colleagues as strategies for involving parents/carers in classroom and/or school events

D- School website screenshots, school newsletter extracts, or information event handouts that have been developed by the candidate with colleagues to improve parent/carer awareness of classroom or school events

D- Lesson plans that the candidate has developed or shared with colleagues showing the use of parents'/carers' skills and expertise to enhance learning outcomes for students

D- Meeting notes that demonstrate the candidate sharing strategies for communication between teachers and parents/carers

D- Reflection notes from student/parent/teacher conferences discussed with colleagues to inform future learning

R- The candidate works with colleagues to ensure that information is collected and maintained on parents'/carers' areas of interest and expertise and availability to support learning and teaching activities

R- The candidate works with colleagues to organise the participation of parents/carers in the classroom and/or at school events

R- The candidate works with colleagues to ensure that Aboriginal and Torres Strait Islander parents/carers have contextually relevant opportunities for participation in their children's learning

R- The candidate works with colleagues to ensure that parents/carers of students from EAL/D backgrounds have contextually relevant opportunities for participation in their children's learning

O- The candidate works with colleagues to develop strategies to involve parents/carers in their child's learning

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	**Focus:** Support student participation

4.1.3 Standard Descriptor:
Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Lesson observation notes that demonstrate the candidate modelling inclusive and engaging teaching strategies for colleagues

D- Notes from discussions of the candidate's videoed lessons that have been used to assist colleagues to implement inclusive strategies

D- Meeting notes that demonstrate that the candidate mentors and shares differentiated learning and teaching strategies with colleagues

D- Meeting notes demonstrating the candidate sharing highly effective practice to support the participation of EAL/D and Aboriginal and Torres Strait Islander students

D- Meeting or classroom observation notes demonstrating how the candidate has worked with colleagues, including teacher education students (pre-service teachers), to develop classroom environments that are inclusive of all learners

R- The candidate acknowledges and accommodates all students and shares this information with colleagues

R- The candidate provides effective feedback based on observations of classroom practice to support colleagues to implement inclusive strategies that engage and support all students

R- The candidate assists colleagues to plan learning and teaching experiences that are inclusive, engaging and supportive of all students

O- The candidate models inclusive classroom practices to support colleagues

O- The candidate engages students in individual and group work to promote a productive classroom learning environment for all students

O- The candidate models responses to students who need extra support, assistance or attention

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	**Focus:** Manage classroom activities

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs, lesson plans or learning materials developed and shared by the candidate to support effective classroom management

D- Lesson plans, teaching materials and/or teaching resources that have been modelled by the candidate in the classroom to assist colleagues, including teacher education students (pre-service teachers), to create a well-managed and productive learning environment

D- Lesson plans devised and shared by the candidate with clear and effective lesson openings, closures and lesson pacing

D- Notes from discussions of the candidate's videoed lessons to assist colleagues to develop a flexible repertoire of classroom management strategies

D- Lesson observation notes by colleagues demonstrating the candidate modelling a flexible repertoire of strategies for classroom management

R- The candidate models and shares effective classroom management strategies with colleagues

O- The candidate models efficient use of lesson time through the implementation of effective classroom routines

O- The candidate models and shares strategies that result in smooth classroom transitions between different learning activities and grouping structures

O- The candidate models strategies to support students to self-monitor time on task

O- The candidate models lesson structures that includes ongoing review and closure of lessons to connect them to future lessons

O- The candidate models the use of roles, responsibilities and expectations of students when working in groups to support the engagement of all students in purposeful activities

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	**Focus:** Manage challenging behaviour

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Lesson observation notes of the candidate demonstrating highly effective behaviour management strategies

D- Notes from discussions of the candidate's videoed lessons to assist colleagues in developing a flexible repertoire of behaviour management strategies

D- Annotated professional reading log or academic transcripts or certificates relating to postgraduate study or formal training that the candidate has undertaken to develop their repertoire of behaviour management strategies

D- Meeting notes demonstrating the candidate sharing student behaviour management plans that have been developed in consultation with specialist support staff and external expertise (where available)

D- Behaviour management plans that have been developed and shared with colleagues, including teacher education students (pre-service teachers), based on the candidate's workplace experience and expert knowledge

D- Behaviour support plan demonstrating how the candidate effectively maintains a positive behaviour culture, and how they develop and share their strategies with colleagues, including teacher education students (pre-service teachers)

D- Professional learning materials that the candidate has developed and used to implement, revise or maintain school based student welfare processes

R- The candidate has expertise in implementing successful student behaviour management strategies that are shared with colleagues

R- The candidate models a range of behaviour management strategies for colleagues to encourage students to accept personal responsibility for their actions

R- The candidate has assisted colleagues to access specialist support staff and external expertise (where available) to support effective student behaviour management strategies

O- The candidate models for colleagues a range of effective, fair and respectful responses to inappropriate student behaviour

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	Focus: Maintain student safety

4.4.3 Standard Descriptor:
Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Written communications, including correspondence, notices and/or school website screenshots, that have been developed by the candidate to raise awareness of safety concerns

D- Lesson and/or excursion plans demonstrating the candidate's role in contributing to risk management

D- Individual student risk assessments developed by the candidate to ensure student well-being and safety

D- Checklists or other records that have been used by the candidate to confirm that current school and/or system, curriculum and legislative requirements are being met, such as a teaching space safety audit, safety check on chemical storage or evacuation procedure

D- Professional learning materials that the candidate has developed and used to raise awareness of school and system safety requirements

R- The candidate has promoted student well-being through school/system welfare/pastoral programs

R- The candidate has contributed to the development of procedures and practices to ensure a safe working environment

O- The candidate works with colleagues to ensure that current school and/or system, curriculum and legislative requirements to ensure student well-being and safety are being met

Additional evidence relating to my school context:

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	**Focus:** Use ICT safely, responsibly and ethically

4.5.3 Standard Descriptor:
Model and support colleagues to develop strategies to promote safe, responsible and ethical use of ICT in learning and teaching.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Annotated learning and teaching programs, lesson plans or teacher-developed learning materials demonstrating how the candidate supports colleagues to incorporate strategies to promote the safe and responsible use of ICT in learning and teaching

D- Learning and teaching programs developed by the candidate and shared with colleagues that include outcomes to promote the ethical use of ICT

D- Student research tasks developed by or with the candidate that provide clear guidelines to students about plagiarism from websites, digital sources, referencing conventions of digital sources and academic honesty

D- Lesson observation notes of the candidate demonstrating the safe, responsible and/or ethical use of ICT for colleagues

D- Notes from discussions of the candidate's videoed lessons to assist colleagues to develop strategies that promote safe, responsible and/or ethical use of ICT

R- The candidate shares strategies to promote the safe, responsible and ethical use of ICT in learning and teaching during meetings with colleagues

R- The candidate models strategies that raise an awareness of the ethical use of ICT to address plagiarism and inappropriate use of the internet for colleagues

R- The candidate shares learning and teaching strategies with colleagues to promote safe, responsible and ethical use of ICT

O- The candidate models safe, responsible, and/or ethical use of ICT for colleagues

O- The candidate participates in meetings with colleagues to address issues of safe, responsible, and/or ethical use of ICT

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	Focus: Assess student learning

5.1.3 Standard 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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Pre-tests, formative tasks, summative tasks, peer assessment activities, student self-assessment activities and/or verbal or observational assessment strategies that have been developed by the candidate to diagnose learning needs

D- Meeting notes or annotated assessment tasks demonstrating that the candidate supports colleagues to evaluate the effectiveness of their approaches to assessment

D- Notes developed from discussion with colleagues to diagnose student learning needs based on assessment results

D- Assessment criteria and rubrics developed by the candidate with colleagues to assess student achievement, diagnose learning needs and comply with curriculum requirements

D- Professional learning materials that the candidate has developed and used to build colleagues' understanding of formative, summative and diagnostic assessment strategies

R- The candidate supports colleagues to evaluate the effectiveness of their approaches to assessment

R/O- The candidate provides professional development for colleagues that develops their understanding of formative, summative and diagnostic assessment strategies

O- The candidate meets with colleagues to collaboratively evaluate the effectiveness of assessment strategies

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	**Focus:** Provide feedback to students on their learning

5.2.3 Standard Descriptor:
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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Student work samples that have been assessed by the candidate to demonstrate a range of effective feedback strategies

D- A range of student work samples assessed by the candidate and annotated using marking criteria to guide student learning

D- Student feedback that the candidate has collected and analysed to improve the effectiveness of colleagues' feedback to their students

D- Lesson observation notes of the candidate providing effective, informed and timely verbal feedback

D- Annotated professional reading log or academic transcripts or certificates relating to postgraduate study or formal training that the candidate has undertaken to develop feedback strategies to progress student learning

R- The candidate provides targeted and timely feedback to students based on their current needs in order to progress learning

R- The candidate progresses individual student learning through the effective use of feedback

O- The candidate provides timely, positive, useful and explicit verbal feedback to students who are encouraged to reflect on or respond to this feedback

O- The candidate uses student feedback to adjust instruction in order to progress learning

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Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	**Focus:** Make consistent and comparable judgements

5.3.3 Standard Descriptor:
Organise assessment moderation activities that support consistent and comparable judgements of student learning.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Student work samples from common assessment tasks designed by the candidate to assist colleagues in the moderation of assessments

D- Notes and annotated student responses from moderation meetings organised by the candidate to support consistent and comparable judgements

D- Assessments of tasks, marking criteria, and moderation strategy that have been developed by the candidate to guide comparable judgements of student learning across grades/stages

D- Notes or professional learning materials, prepared by the candidate to support assessment moderation activities to ensure consistency and comparability of teacher judgement when assessing student work

D- Team moderation report on the moderation of student work with colleagues0

R- The candidate organises assessment moderation processes that support consistent and comparable judgements of student learning

R- The candidate has contributed to the collaborative development of moderation processes for common assessment tasks to increase consistency and quality of tasks provided to students

O- The candidate has organised and participates in moderation activities

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	Focus: Interpret student data

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Assessment data that has been annotated by the candidate to support colleagues in determining the effectiveness of learning and teaching for a range of students, including Aboriginal and Torres Strait Islander students, students with special education needs, and EAL/D students, where relevant

D- Assessment data that has been annotated by the candidate with colleagues, including teacher education students (pre-service teachers), to identify strengths and weaknesses in students' understanding to inform future learning and teaching

D- Collaboratively annotated student work sample/s that identify the point of intervention for the next stage of student's learning

D- Analysis of student assessment data that has been undertaken with colleagues to discern patterns or trends and inform future teaching practice

D- Meeting notes and/or annotated NAPLAN/HSC achievement data demonstrating the candidate's role in working with colleagues to modify teaching practice

R- The candidate works with colleagues to use NAPLAN data to identify interventions

R- The candidate works with colleagues to use HSC data to modify learning and teaching programs

R- The candidate works with colleagues to assess prior learning to determine the starting point of learning and teaching programs

R- The candidate contributes to the collaborative evaluation of individual student learning plans to assess achievement of learning outcomes

O- The candidate organises a meeting for colleagues to analyse student data and identify interventions

O- The candidate participates in collaborative meetings with colleagues where student assessment data is used to evaluate learning and teaching programs

O- The candidate collaboratively reviews student assessment data to modify assessment tasks

Additional evidence relating to my school context:

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	Focus: Report on student achievement

5.5.3 Standard Descriptor:
Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student achievement making use of accurate and reliable records.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Report comments written by colleagues and annotated by the candidate to support accurate and informative reporting to parents/carers

D- Notes from collaborative meetings that focus on quality report writing

D- Samples of the candidate's student reports have been annotated and shared to reflect changes to school, system and/or legislative requirements

D- Annotated report comments developed and shared by the candidate that demonstrate an understanding of changes to reporting requirements

D- Notes from collaborative meetings to ensure that reports are reflective of student assessment data

D- Annotated class lists that have been developed by the candidate with colleagues to prepare for parent/teacher interviews to ensure accurate and respectful reporting of student strengths and weaknesses

R- The candidate shares with colleagues processes for ensuring accurate, reliable and comprehensive student assessment record systems that have been maintained for each student to inform reporting to parents/carers

R- The candidate has supported colleagues in meeting school/system reporting requirements

R- The candidate uses well-written reports as the basis for discussions with colleagues on effective reporting practices

R- The candidate supports colleagues to use a range of reporting mechanisms, such as parent/carer meetings, regular communications and targeted feedback, to engage with parents/carers in student achievement

O- The candidate works with colleagues to discuss the effectiveness of reporting on student achievement

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	**Focus:** Identify and plan professional learning needs

6.1.3 Standard Descriptor:
Analyse the Australian Professional Standards for Teachers to plan personal goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Meeting notes from discussions between the candidate and colleagues to support professional development goal setting and improved classroom practice in relation to the Australian Professional Standards for Teachers

D- Notes from mentoring sessions where the candidate has provided advice to colleagues, including teacher education students (pre-service teachers), in relation to their practice against the Australian Professional Standards for Teachers

D- The candidate's professional learning plan for improving practice

D- Performance and development documents identifying the candidate's goals for learning that link to the Australian Professional Standards for Teachers

R- The candidate implements effective, structured conversations that build knowledge of the Standards for colleagues

R- The candidate uses and assists others to use the standards as the focus for teacher education student (pre-service teacher) observations, supervision and reports

R- The candidate uses the teaching standards to support colleagues in developing their professional learning goals

R- The candidate has assisted colleagues to develop practice against the standards relevant to their accreditation career stage and connect to their professional development goals

O- The candidate has a professional conversation with a colleague or colleagues about their practice in relation to the standards

O- The candidate has a professional conversation with a teacher education student (pre-service teacher) about their achievement of the Graduate Teacher Standards

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	**Focus:** Engage in professional learning and improve practice

6.2.3 Standard 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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- The candidate's professional learning plan, which includes accessing and critiquing relevant research and engagement in high quality targeted opportunities to improve practice

D- Annotated professional learning log, including professional development attendance, professional readings and/or postgraduate study, to demonstrate the candidate's engagement in high quality opportunities

D- Lesson observation notes developed by the candidate for teacher education students (pre-service teachers) to provide feedback about their professional learning needs

D- Action Research Plan, or evidence of research-based postgraduate study, outlining the candidate's engagement in current research

D- Planning for changing practice resulting from postgraduate study or formal training that the candidate has undertaken as part of their professional learning plan

D- Plan for a teacher education student (pre-service teacher) placement that arranges targeted opportunities to develop practice

D- Communication, such as meeting notes or screenshots of blog entries, demonstrating the candidate's communication with colleagues, including teacher education students (pre-service teachers), to plan for improved practice

D- Notes from meetings between the candidate and university-based colleagues to discuss processes for developing quality teacher education student (pre-service teacher) placements

R- The candidate plans for their participation in professional learning by accessing and critiquing relevant research to improve practice

R- The candidate provides high-quality placements for teacher education students (pre-service teachers)

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	**Focus:** Engage with colleagues and improve practice

6.3.3 Standard 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.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Notes from meetings attended by the candidate demonstrating their engagement in professional discussions with employers, employer groups, educational and government agencies such as BOSTES, ACARA, AITSL, and/or professional associations

D- Meeting agendas and notes demonstrating that the candidate has initiated and engaged in discussions to ensure that professional learning is aligned with school goals

D- Screenshots demonstrating how the candidate has initiated and engaged in online educational forums and discussions for the purpose of evaluating practice

D- Professional learning materials that the candidate has developed and used to initiate professional discussions and support collegial engagement

D- An action research project initiated and implemented by the candidate with colleagues to address identified gaps in student learning

D- Minutes of professional learning meetings that demonstrate the candidate's participation in developing the faculty/stage/school annual professional development plan

D- Communications with colleagues demonstrating that the candidate has initiated professional discussions directed at improving knowledge and practice

R- The candidate has established formal and/or informal processes for others to contribute to professional discussions within and/or beyond the school

R- The candidate engages in regular constructive discussion with colleagues, including teacher education students (pre-service teachers), aimed at supporting improved professional practice

O- The candidate engages in professional discussion with school-based colleagues and/or professional networks

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	**Focus:** Apply professional learning and improve student learning

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

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Annotated school-based professional programs that have been evaluated by the candidate with colleagues to assess the effectiveness of teacher professional learning activities

D- Professional learning plans that have been collaboratively evaluated to assess the extent to which professional learning activities have addressed student learning needs

D- Evaluation of action research undertaken by the candidate with colleagues to address identified student learning needs

D- Professional learning survey developed and analysed by the candidate to collect data on the effectiveness of school-based professional learning in addressing student learning needs

R- The candidate engages with colleagues to evaluate the effectiveness of professional learning activities to address identified learning needs of students, including the needs of Aboriginal and Torres Strait Islander students, students with special learning needs and/or EAL/D students

R- The candidate guides colleagues in using student assessment records to inform their choice of professional learning

R- The candidate evaluates the effectiveness of external professional development courses to determine their effectiveness and relevance to the school context

O- The candidate discusses with colleagues the effectiveness of a range of strategies that have been learned through engagement in professional learning

O- The candidate initiates collaborative discussion, analysis and reflection of professional learning activities to address student learning needs

Additional evidence relating to my school context:

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	**Focus:** Meet professional ethics and responsibilities

7.1.3 Standard Descriptor:
Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Documents used as evidence in the candidate's accreditation submission demonstrate ethical practice through the selection and presentation of all documents, including appropriate de-identification throughout the submission

D- Communication by the candidate that demonstrates high ethical standards regarding privacy of student information

D- Professional learning materials presented by the candidate to support colleagues' understanding of the school/sector Code of Ethics

D- Notes from a meeting where the candidate has supported colleagues to interpret the school/sector's Code of Ethics

D- Meeting notes or communications that have been shared by the candidate to support colleagues' ethical practice and sound judgement, such as interpretations of school policies, procedures or process for dealing with confidential information

R- The candidate supports colleagues by advising about and/or editing written communications to ensure that they meet appropriate code/s of ethics

R- The candidate has supported colleagues to report critical incidents in line with appropriate code/s of ethics

R- The candidate supports colleagues to use ethical standards and exercise sound judgement in interactions with the community

R- The candidate demonstrates ethical conduct with regard to requests for evidence from/for colleagues for the purpose of registration, promotion and/or accreditation

R- The candidate demonstrates context-appropriate speech, dress and demeanour

Additional evidence relating to my school context:

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	**Focus:** Comply with legislative, administrative and organisational requirements

7.2.3 Standard Descriptor:
Support colleagues to review and interpret legislative, administrative and organisational requirements, policies and processes.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Learning and teaching programs, lesson plans, school procedures or school policies that the candidate has annotated to demonstrate that they address mandatory requirements

D- Communications between the candidate and outside organisations to support colleagues in updating the school's knowledge of legislative, administrative and organisational changes

D- Excerpts or summaries of relevant research that is shared by the candidate with colleagues who are involved in school policy making

D- Meeting agendas and notes demonstrating the candidate's participation on internal or external committees to review policies and practices

D- Professional learning materials that the candidate has developed and presented to colleagues regarding relevant legislative, administration, organisational, mandatory or professional requirements

D- Meeting notes or communications between the candidate and colleagues ensuring that performance and development documentation meets employer's mandatory requirements

D- Advice developed by the candidate for dissemination to colleagues in respect of mandatory policies and legislation, including BOSTES syllabuses, student assessment requirements and/or teacher accreditation requirements

R- The candidate has advised colleagues on the impact of school policy and procedures on classroom practice

R- The candidate has assisted colleagues to review their practice to ensure compliance with existing or amended school policies and practices, such as BOSTES syllabuses, student assessment requirements and/or teacher accreditation requirements

R- The candidate has advised colleagues on the implications of policy changes for school processes

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Additional evidence relating to my school context:

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	**Focus:** Engage with parents/carers

7.3.3 Standard Descriptor:
Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Professional communications from the candidate responding to parents/carers about their children's learning and/or well-being, including translations into the home language for EAL/D families or groups, where relevant

D- Notes from meetings where the candidate has contributed to the development, implementation and/or review of guidelines for communication with parents/carers

D- Student achievement records that have been provided and discussed with parents/carers by the candidate

D- A range of communications about learning programs, school practices, events and/or assessment that have been developed by the candidate to meet different parent/carer needs

D- Examples of feedback on communication that the candidate has sought from parents/carers to improve effectiveness

D- Annotated list of strategies or a communication plan demonstrating the candidate's provision of regular information to parents/carers about their child's learning and/or well-being

R- The candidate uses specialist support staff, where relevant and available, to ensure effective and appropriate communication with parents/carers, such as Aboriginal Education Assistants, Community Liaison Officers

R- The candidate uses a range of modes of communication to meet individual parent/carer needs, including Aboriginal and Torres Strait Islander parents/carers

R- The candidate provides resources/materials to parents/carers to support their understanding of their child's learning and development

O- The candidate contributes to a regular meeting of parents/carers to respond to their needs

Additional evidence relating to my school context:

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	**Focus:** Engage with professional teaching networks and broader communities

7.4.3 Standard Descriptor:
Contribute to professional networks and associations and build productive links with the wider community to improve learning and teaching

Evidence that would contribute to the candidate demonstrating this Standard Descriptor:

D- Letters, invitations, meeting notes and other communications demonstrating the candidate's contribution to professional networks

D- Annotated reference list of key community organisations that the candidate has developed and/or maintained

D- Annotated professional learning log demonstrating the candidate's regular attendance at professional networking meetings

D- Screenshots, meeting agendas, minutes and notes demonstrating the candidate's active involvement in online professional or community networks

D- Meeting agendas, notes or screenshots demonstrating the candidate's regular contribution in professional forums, conferences or workshops to broaden knowledge and improve practice

D- Articles/papers written by the candidate and published by professional associations

D- Proposals/applications developed by the candidate with community groups to support identified student needs

D- Proposals/applications developed by the candidate to support schools to improve teacher practice and student learning

R- The candidate has used links with community-based individuals, groups and events to enhance learning and teaching

R- The candidate engages with community groups to enhance student learning outcomes

R- The candidate contributes to groups established by employers, employer groups, educational and government agencies such as initial teacher education providers, BOSTES, ACARA, AITSL, and/or professional associations

O- The candidate actively participates in network/cluster activities and expands colleagues' knowledge of teaching practice

Additional evidence relating to my school context:

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Section Four: Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority, responsible for national curriculum K-12, national assessment and national data collection
Accreditation: (AITSL)	Endorsement that a teacher education program that meets approved standards
Accreditation: (BOSTES)	Achievement of the Australian Professional Standards for Teachers at one of the key stages
Action Research	The integration of planned action with research that takes place in the workplace for the purpose of improving teaching practice; may be individual or collaborative; also known as teacher research
Advocate	Promote a view or position or provide support to others
AITSL	Australian Institute of Teaching and School Leadership. Provides national leadership for the Commonwealth, State and Territory Governments in promoting excellence in the profession of teaching and school leadership
Assessment data	Information gathered through the assessment process for the purpose of making judgements about student learning
Assessment- formal	A structured assessment for the purpose of evaluating student learning
Assessment- formative	Assessing student learning in order to provide feedback to students and devise/change learning and teaching programs
Assessment- informal	Gathering assessment data by observing learners as they learn
Assessment moderation	Quality assurance processes that ensure greater consistency and comparability of judgements, for example to ensure marks or grades are awarded appropriately and consistently
Assessment- summative	Evaluating student achievement of learning goals at a point in time
Behaviour management	Teacher actions designed to identify, describe and manage students' challenging behaviours to provide safe, supported and disciplined learning environments
BOSTES	Board of Studies, Educational and Teaching Standards. Brings together the functions of the Board of Studies and the Institute of Teachers, including curriculum, teacher accreditation, student assessment and school registration
Broad range	Not limited; ensuring variety
Candidate	The teacher applying for accreditation at Highly Accomplished or Lead Teacher
Career stage	Benchmark levels which recognise the professional growth of teachers throughout their careers, represented by increasing levels of knowledge, practice and professional engagement (in the context of teaching standards)

Certification	Credential attained by teachers who have met specified teaching requirements for Highly Accomplished or Lead Teacher
Certificate	An official document that verifies an individual's completion of a PD course or a work-related qualification
Classroom management	Teacher actions (skills and techniques) to keep students organised, orderly, focused, attentive, on task and academically productive during a class
Classroom routine	Established and consistent procedures that facilitate learning and teaching through increased time on task
Classwork	Individual or collaborative student work that is undertaken during a scheduled class time; may be individual student work, collaborative or group work, or work undertaken with a teacher
Collaboration	Working with one or more colleagues to achieve a common goal
Colleague	Other professional and paraprofessionals (inside and outside the school) including but not limited to teachers, principals, specialist teachers, pre-service teachers, industry partners, education assistants, teachers' aides
Content knowledge	The body of information that teachers teach and students are expected to learn; usually specified in syllabuses and/or school curriculum plans
Context	The setting in which the teacher works, including, but not limited to, primary or secondary, metropolitan/rural/remote, school size, teaching role and responsibility, leadership role
Critical and creative thinking	Refer to Australian Curriculum General Capabilities http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Critical-and-creative-thinking
Current research	Published and recognised literature that informs current teaching practice
Curriculum content	What teachers are expected to teach and students are expected to learn; curriculum content includes knowledge, skills and understanding that students are expected to learn and is usually described for a particular learning area at a particular year level
De-identify	To remove identifying information from a document to ensure that privacy is maintained, e.g. family names of students, parents/carers and photographs; and colleagues names in cases where information could be considered sensitive
Demonstrate	To show or make evident knowledge and/or understanding

Differentiated student learning task	Student learning task that has been adjusted to suit the needs of specific learners enabling the learner to access the curriculum; a task that allows students to be doing the same thing but in different ways.
EAL/D	English as an Additional Language or Dialect
Effective teaching strategies	Strategies which contribute to successful learning outcomes for student
Evidence	Information that is considered reliable and valid which can be used to support a particular decision or conclusion
Exemplary	A high-standard of practice, serving as a model or example for students, colleagues and the community
Expert knowledge	Conceptual and specialist knowledge of an aspect of learning and teaching
External Observation	Structured observations by a BOSTES trained observer for the purpose of making an independent review of the candidate's practice
External Observer	A BOSTES trained observer who undertakes an external observation
External Observer Report	Written statements of the external observer that form part of the evidence of a candidate's accreditation submission at Highly Accomplished and Lead Teacher
Group work	Planned and structured collaborative student learning groups that are designed to achieve identified student learning outcomes
ICT	Information and Communication Technology; the generation and application of knowledge and processes to develop devices, methods and systems
Initiate	A program, policy, event or other professional activity that originated with, or was set in place, by the actions of the candidate
Innovation	Introduction of something new in the teacher's context; examples may include differentiated resources, inquiry based learning opportunities for students, the co-creation of resources between teachers and students, development of digital and web based learning and teaching opportunities, new structures for student learning, teaching, professional learning or leadership
Lead	Initiate or inspire and guide colleagues to improve educational outcomes for students; articulate and implement a vision of education to their students, peers, the profession and the wider community
Learning activities	Activities designed by teachers to create conditions for learning

Learning and Teaching program	An organised and sequenced program of teaching activities and strategies, assessment strategies and resources
Learning goals	Goals set to provide purpose for specific teaching and learning
Lesson plan	A detailed description of the teacher's guide for a specific episode of learning; may include objectives, student learning outcomes, sequenced activities, assessment, follow up, evaluation
Mentor	A more experienced person who supports and assists another person to grow and learn in their new role
Model	Provide an example for others to follow or imitate
Moderation	See assessment moderation
Non-verbal communication	The use of unspoken cues generated by both the teacher and the environment that have potential message value to students; could include but is not limited to eye contact, body language and visual and other sensory aids
Presentation materials	Materials, such as presentations, as well as digital and/or paper resources designed for use by colleagues during professional development
Pre-service teachers	Students in initial teacher education programs provided by higher education institutions; also known as teacher education students
Policy/Policy document	A document that states principles or protocols for the purpose of guiding decisions and outcomes; a statement of intent; examples include, but are not limited to, a Student Welfare Policy, Assessment Policy, Workplace, Health and Safety Policy; may include procedures that will enable implementation of the policy
Postgraduate study	Formal course undertaken by a teacher who already has a university degree; typically, such courses may be Graduate Diplomas, Masters Degrees, Doctoral Degrees
Professional network	Formal and informal groups of educators who interact for the purpose of improving professional practice
Referee	A person identified by the candidate, in accordance with BOSTES guidelines on referees, who can substantiate the teacher's claim for accreditation
Referee Report	Written statements provided by a person identified by the candidate, in accordance with the BOSTES Policy for Accreditation at Highly Accomplished and Lead Teacher; such statements help to substantiate the teacher's claim for accreditation
Registration	Regulatory processes for entry and continued employment in the teaching profession

Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected action or undertaking; process in line with the system, school authority or school policy and procedures
Share	Actions involving the candidate using their knowledge to develop teaching practice of colleagues
Specialist support staff	Teachers or para-professionals employed for the purpose of supporting students with specific learning needs, including but not limited to, students with disability, Aboriginal and Torres Strait Islander students, students from EAL/D backgrounds
Stages of learning	Levels of learning aligned to the age or development of students; levels of learning defined by NSW syllabuses
Student achievement	Sustainable improvements in student learning
Student engagement	Attention, curiosity, interest and motivation that students show towards their learning
Student learning outcomes	Identified learning objectives or standards that governments, school authorities, schools and teachers want their students to achieve
Student well-being	A general term applied to individuals or groups of students related to their social, emotional, psychological, spiritual and/or medical wellness
Subject	Specified, recognised body of learning that is described in a curriculum document or is the focus of undergraduate studies
Teacher	A person who is defined as a teacher by to the *Teacher Accreditation Act, 2004*
Teacher Accreditation Authority	The designated person or body authorised to make a decision that a teacher meets requirements for a level of accreditation
Teacher-developed learning materials	Resources used by a teacher with students that have been developed or modified by a teacher, individually or with colleagues
Teaching resource	Used by teachers for student learning or to develop their own materials, such as books, websites, journals, databases, equipment
Teaching strategy	Techniques for successfully teaching a group of students to facilitate student learning
Workplace knowledge	Knowledge of learning and teaching developed by practitioners within the context of their work environment

Section Five:
Observation of Teaching

BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

Report: Observation of Teaching

Name of Candidate Teacher: ....

Accreditation submission level: ....

Name of Teacher Observer:..

Position/role of Teacher Observer: ....

Lesson being observed: ....

Class: …………………………

Date: …………………………..

Focus of the observation	
What Standard Descriptors were the agreed focus of the lesson observation?	
Aspects of practice to be focused on:	**Standard Descriptors (e.g. 4.1.4):**

Description of practice
Describe the teacher's actions that you observed during the lesson

Evaluation of classroom practice

Evaluate the candidate's classroom practice in relation to the Standard Descriptors identified.

Signed ……………………………………….. Date …………………. Candidate Teacher

Signed ……………………………………….. Date …………………. Teacher Observer

Section Six:
Evidence Mapping Table

Evidence Mapping Table

Number	Standard and Descriptors	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
1	**Know students and how they learn**										
1.1.3	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.										
1.2.3	Expand understanding of how students learn using research and workplace knowledge										
1.3.3	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.										
1.4.3	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.										
1.5.3	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.										
1.6.3	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.										

2	**Know the content and how to teach it**											
2.1.3	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.											
2.2.3	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.											
2.3.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.											
2.4.3	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.											
2.5.3	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.											
2.6.3	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.											
3	**Plan for and implement effective teaching and learning**											
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.											
3.2.3	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.											

3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.											
3.4.3	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.											
3.5.3	Assist colleagues to select a wide range of verbal and nonverbal communication strategies to support students' understanding, engagement and achievement.											
3.6.3	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.											
3.7.3	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.											
4	**Create and maintain supporting and safe learning environments**											
4.1.3	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.											
4.2.3	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.											
4.3.3	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.											
4.4.3	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to											

	ensure student well-being and safety.										
4.5.3	Model and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.										
5	**Assess, provide feedback and report on student learning**										
5.1.3	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.										
5.2.3	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.										
5.3.3	Organise assessment moderation activities that support consistent and comparable judgements of student learning.										
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.										
5.5.3	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.										
6	**Engage in professional learning**										
6.1.3	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 candidates to improve classroom practice.										

6.2.3	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.											
6.3.3	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.											
6.4.3	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.											
7	**Engage professionally with colleagues, parents/carers and the community**											
7.1.3	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.											
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.											
7.3.3	Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.											
7.4.3	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.											