

Evidence Guide for the Lead 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 Lead Teacher

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice overtime. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students.

They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They seek to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and teacher education students (pre- service teachers), using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

Lead teachers apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and teacher education students. They describe the relationship between highly effective learning and teaching in ways that inspire and enable colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective learning and teaching.

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

Lead teachers represent the school and the teaching profession in the community with distinction. They are professional, ethical and respected individuals inside and outside the school.

The Standard Descriptors at the Lead Teacher career stage reflect the qualities that are described by the Standards. Candidates should be aware that some of the Standard Descriptors refer to the candidate's own exemplary classroom practice and many other Standard Descriptors require that the Lead Teacher provide evidence of how they are leading, advising, initiating or evaluating school practices. Evidence needs to be selected and annotated to reflect the specific requirements of each Standard Descriptor for the Lead Teacher career stage.

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 Lead Teacher 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 Lead 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 Lead 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 lead 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 Lead 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 Lead 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.

In addition, there are specific pieces of documentary evidence that are required in all Lead Teacher Submissions.

Reports of school-based classroom observations

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 in the submission as an item of documentary evidence.

These observations are separate from and in addition to the evidence provided by the BOSTES appointed External Observer.

The Lead Initiative

Candidates at Lead Teacher are required to identify an initiative from their practice as their 'Lead Initiative'. The initiative will form an integral part of the candidate's submission and will be supported through documentary and referee evidence. It may also be part of the candidate's External Observation.

Candidates should select the example on the basis of the Lead Initiative criteria, that it:

- be implemented over a minimum of 6 months
- be linked to school and/or system initiatives
- demonstrate the applicant's leadership in design and/or implementation, evaluation and review
- demonstrate evidence of impact on colleagues' knowledge, practice and/or engagement

Reference will be made to the Lead Initiative in the annotated evidence that demonstrates the Lead Initiative. In addition to this annotated documentary and referee evidence provided in the candidate's submission, a written description of no more than 1000 words will outline the Lead Initiative, addressing the above criteria. The description will be added to the collection of evidence that is uploaded by the candidate as an item of documentary evidence and clearly titled 'Description of Lead Initiative'.

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.

It is expected that at least one referee will include comments about the candidate's Lead Initiative.

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 Lead teacher may ask themselves in examining practice include:

- In what ways am I an exemplary teacher?
- What are the significant ways that I lead others?
- How can I group these actions to reflect the broad areas of leading as a teacher in my practice?
- How would I describe these leadership actions?
 - What do I do, and why?
 - What do others do?
 - What happens?
 - Where is the impact?
 - What changes as a result of my actions?
 - How do I evaluate the impact of my actions?
 - How do I ensure that these changes are sustained?

At Lead Teacher, candidates are advised to identify a number of significant leadership actions 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.
- Select the evidence that most effectively meets the requirements of the Lead initiative.

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 Lead 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 document 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 Lead 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 Lead 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 and policy 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 lead 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)
- Performance and development policy documents

Reflection and feedback:

- Student conference notes
- Analyses of teachers' 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 initial teacher education providers on professional experience
- 360° feedback
- 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 and policy documents
- Student self/peer assessment feedback
- Diagnostic assessments
- Tracking and monitoring systems for student records
- Stage/faculty/school 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
- Policy review and development notes and meeting logs

Professional learning:

- School professional learning plan incorporating the needs of all teachers, including teacher education students
- Candidate's professional learning plan
- Professional learning journal
- Action research project
- Participation in the leadership of professional associations
- Planning notes of professional development organised for colleagues and delivered by experts, which includes a needs analysis and follow up to lead the implementation of initiatives
- 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

<p>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</p>	<p>Focus: Physical, social and intellectual development and characteristics of students</p>
<p>1.1.4 Standard Descriptor: Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <p>D- Policy and/or procedure documents developed by the candidate for school use using knowledge of the physical, social and intellectual development and characteristics of students</p> <p>D- Annotated professional reading and professional development log demonstrating knowledge of students' physical, social and intellectual development gained and used by the candidate to lead colleagues in developing teaching strategies</p> <p>D- Professional learning materials that the candidate has developed and used to expand colleagues' understanding of students' physical, social and intellectual development and characteristics</p> <p>D- Individual Learning Plans based on advice from specialist support staff that have been developed and used by the candidate to lead colleagues</p> <p>R- The candidate ensures the skills and interests that are typical of students at different stages are used by colleagues to develop teaching strategies</p> <p>R- The candidate has led teachers, and/or teacher education students (pre-service teachers), to develop learning and teaching activities to improve student learning using knowledge of students' physical, social and intellectual development</p> <p>O- The candidate guides colleagues in developing appropriate teaching strategies to improve student learning using information about the students' physical, social and intellectual development and characteristics</p> <p>O- The candidate leads professional learning to expand colleagues' understanding of the physical, social and intellectual development and characteristics of students</p> <p>O- The candidate models learning and teaching strategies that accommodate the differing levels of student development to build the repertoire of colleagues</p>	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</p>	<p>Focus: Understand how students learn</p>
<p>1.2.4 Standard Descriptor: Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Policy and/or procedure documents incorporating research and workplace knowledge about how students learn that have been developed or implemented by the candidate to lead the evaluation of teaching programs D- Learning and teaching programs that have been evaluated by the candidate with colleagues using research about how students learn D- Notes from meetings evaluating teaching programs using research and workplace knowledge about how students learn D- Observation notes, survey result analysis, reflections on feedback from students and colleagues or professional reading to support the candidate’s evaluation of teaching programs D- Professional reading and other resources provided for discussion with colleagues to support the evaluation of teaching programs D- Professional learning materials that the candidate has developed and used to lead teaching program evaluation using research about how students with special needs, Aboriginal and Torres Strait Islander students and/or EAL/D students learn R- The candidate has led processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn R- The candidate leads and motivates colleagues to examine their teaching programs and practices to ensure they are effective and reflect research and workplace knowledge about how students learn O- The candidate leads colleagues in discussion and evaluation of teaching programs using research and workplace knowledge about how students learn O- The candidate leads professional development for colleagues using research and workplace knowledge about how students learn to support teaching program evaluation 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</p>	<p>Focus: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p>
<p>1.3.4 Standard Descriptor: Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Learning and teaching programs that have been evaluated and revised by the candidate using expert and community knowledge of the needs of students with diverse linguistic, cultural, religious and/or socioeconomic backgrounds of the students D- Notes from meetings with community members to gather information about student linguistic, cultural, religious or socioeconomic backgrounds to revise learning and teaching programs D- Annotated professional reading log demonstrating the candidate’s analysis of expert knowledge of student linguistic, cultural, religious or socioeconomic backgrounds to evaluate learning and teaching programs D- Professional learning materials that the candidate has developed and used that focus on the learning strengths and needs of students from diverse linguistic, cultural, religious and/or socioeconomic backgrounds D- Learning and teaching programs that have been revised by the candidate using data about students’ linguistic, cultural, religious and/or socioeconomic backgrounds R- The candidate liaises with specialist personnel (for example, Aboriginal Education Assistant, Gifted and Talented Coordinator, Learning Support Teacher, Counsellor, English as an Additional Language or Dialect Teacher) to inform evaluation and improvement of learning and teaching programs R- The candidate collects feedback from the school community and uses this to evaluate and revise learning and teaching programs R- The candidate evaluates and revises learning and teaching programs, using community knowledge and experience to meet students’ linguistic, cultural, religious and socioeconomic backgrounds R- The candidate evaluates learning and teaching programs and provides professional development to ensure revision meets the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</p>	<p>Focus: Strategies for teaching Aboriginal and Torres Strait Islander students</p>
<p>1.4.4 Standard Descriptor: Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Teaching programs developed by the candidate that support the equitable and ongoing participation of Aboriginal and Torres Strait Islander students D- Professional learning materials that the candidate has developed and used that demonstrate high-level understanding of language as a system of interrelated components for all students, including Aboriginal and Torres Strait Islander students D- Notes from the candidate's meetings with community representatives and/or parents/carers gathering information to revise school teaching programs to support equitable and ongoing participation of Aboriginal and Torres Strait Islander students D- Individual Learning Plans that have been developed by the candidate to support the participation and engagement of Aboriginal and Torres Strait Islander students D- An action plan created by the candidate in preparation for the collaborative development of teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students D- Communications documenting the candidate's role in developing structures and processes for teaching program evaluation in collaboration with Aboriginal education assistant or local community representative(s) D- Teaching programs developed by the candidate with the engagement of community representatives in readiness to support the equitable and ongoing participation of Aboriginal and Torres Strait Islander students R- The candidate collaborates and consults with Aboriginal and Torres Strait Islander community representatives and/or parents/carers to develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students R- The candidate contributes to teaching program development and review using support from community representatives to enhance equity and ongoing participation for Aboriginal and Torres Strait Islander students R- The candidate has developed teaching programs through consultation with community representatives in readiness for the enrolment of Aboriginal and Torres Strait Islander students O- The candidate works with colleagues to develop teaching programs to support and engage Aboriginal and Torres Strait Islander students 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</p>	<p>Focus: Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p>
<p>1.5.4 Standard Descriptor: Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Learning and teaching programs that the candidate has evaluated and revised with colleagues to ensure differentiation across the full range of abilities D- Academic transcripts demonstrating the candidate’s knowledge of differentiation and its use in leading colleagues in evaluating the effectiveness of learning and teaching programs for students across the full range of abilities D- Evaluative scaffolds or templates developed by the candidate for colleagues to monitor the effectiveness of implemented differentiated learning and teaching programs within the school D- Analyses of data sets that have been used by the candidate to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities D- Professional learning materials that the candidate has developed and used that focus on differentiated learning and teaching based on student assessment data D- Professional learning materials that the candidate has developed and used that focus on how to develop differentiated programs for students across the full range of abilities R- The candidate has led collegial discussions where systemic differentiation policies have been reviewed and implemented for the local context R- The candidate has led professional development to address the learning needs of colleagues to improve differentiated learning and teaching for students across the range of abilities identified in the school’s data R- The candidate has taken a lead role in developing and implementing school policies and procedures relating to differentiation of learning and teaching programs 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</p>	<p>Focus: Strategies to support full participation of students with disability</p>
<p>1.6.4 Standard Descriptor: Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- School policy documents that have been initiated and/or reviewed by the candidate to ensure full participation of students with disability and compliance with legislative and/or system policies D- Notes from meetings initiated and led by the candidate to review school policies for effectiveness of participation of students with disability and compliance with legislative and/or system policies D- Professional learning materials that the candidate has developed and used to support the engagement and full participation of students with disability in the school D- School policies and procedures, such as excursion and co-curricular policies, that have been reviewed and implemented by the candidate to ensure compliance with legislative requirements for students with disability D- Review processes that have been initiated and led by the candidate to enhance the engagement of students with disability, such as revisions to learning and teaching programs, class tasks, excursions and/or assessments D- Professional learning materials that the candidate has developed and used that draw on external expertise in order to enhance colleagues' understanding and application of disability policy and Disability Standards and the nature and implications of specific disabilities R- The candidate leads the review of learning and teaching programs and/or unit/lesson plans with colleagues to ensure that they support participation of students with disability, in accordance with policy and legislative requirements R- The candidate leads changes to school policy using specialist knowledge and/or relevant policy legislation to support the participation and learning of particular students with disability R- The candidate initiates and leads the review of school policies to ensure compliance and the full participation and engagement of students with disability 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</p>	<p>Focus: Content and teaching strategies of the teaching area</p>
<p>2.1.4 Standard Descriptor: Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Learning and teaching resources that have been developed collaboratively with colleagues to improve subject knowledge and teaching strategies D- Learning and teaching programs that have been created or evaluated and revised by colleagues using research-based guidelines provided by the candidate D- Data collected and analysed by the candidate to evaluate content knowledge needs of colleagues across the school D- Academic transcripts, certificates, an annotated bibliography, abstracts of papers and/or professional articles that the candidate has written demonstrating their knowledge of content and/or teaching strategies and the ways in which this is applied to leading initiatives across the school D- Academic transcripts, certificates, an annotated bibliography, abstracts of papers and/or professional articles that the candidate has written demonstrating their knowledge of content and/or teaching strategies and how it supports the candidate's exemplary teaching D- Professional learning materials that the candidate has developed and used to improve colleagues' knowledge of content and/or teaching strategies R- The candidate initiates a professional development program for colleagues to improve knowledge of content and/or teaching strategies R- The candidate demonstrates exemplary teaching of subjects using effective, research-based learning and teaching programs O- The candidate demonstrates exemplary teaching practice of subject knowledge in the classroom O- The candidate leads professional development on subject content and/or a range of research-based learning and teaching strategies 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</p>	<p>Focus: Content selection and organisation</p>
<p>2.2.4 Standard Descriptor: Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Learning and teaching programs that have been revised by colleagues to improve the selection and sequencing of content as part of an initiative led by the candidate D- Policy or procedure documents that focus on content selection, organisation and coherence as part of an initiative by the candidate to review school programming D- Notes from meetings initiating the evaluation and refinement of colleagues' learning and teaching programs D- Scaffolds, meeting notes, student survey data, scope and sequence documents created as part of a process led by the candidate to develop innovative programs or units of work, such as interdisciplinary units or learning and teaching programs for vertical student groupings R- The candidate has led initiatives to provide expert advice to colleagues on how to effectively organise subject content in learning and teaching programs so they provide meaningful and challenging learning experiences for students R- Colleagues have effectively implemented initiatives led by the candidate to improve learning and teaching programs R- The candidate has effectively surveyed and analysed data of student views for the review of content selection and sequencing O- The candidate leads professional development for colleagues as part of a lead initiative that utilises her/his comprehensive content knowledge to assist teachers to improve the selection and sequencing of content in learning and teaching programs 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</p>	<p>Focus: Curriculum, assessment and reporting</p>
<p>2.3.4 Standard Descriptor: Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Policy and/or procedure documents developed or used by the candidate to lead colleagues in evaluating and revising learning and teaching programs to ensure alignment between curriculum outcomes, instruction and assessment and reporting requirements D- Agendas, minutes and notes from meetings that demonstrate the candidate leading the collaborative development of learning and teaching programs, assessment plans and reporting requirements R- The candidate uses current knowledge of BOSTES syllabuses and/or VET Industry Curriculum Frameworks in leading colleagues to develop learning and teaching programs R- The candidate shares expertise of a range of assessment methods with colleagues to improve learning and teaching programs R- The candidate leads planning and implementation of learning and teaching programs across the stage/faculty/school R- The candidate leads colleagues in meeting school/system programming, assessment and reporting requirements R- The candidate designs and delivers professional development for colleagues to translate BOSTES syllabuses and/or VET Industry Curriculum Frameworks into school based learning and programs, assessments and reporting processes 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</p>	<p>Focus: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p>
<p>2.4.4 Standard Descriptor: Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <p>D- Planning documents, such as meeting records, itineraries, brochures and/or communications demonstrating how the candidate leads initiatives to assist colleagues in providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander cultures</p> <p>D- Annotated professional learning plan organised for colleagues to assist them to develop students' understanding of and respect for Aboriginal and Torres Strait Islander histories</p> <p>D- Strategic planning document demonstrating how the candidate has led the evaluation and revision of learning and teaching programs to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p> <p>D- Professional learning materials that the candidate has developed and used that focus on how to develop students' understanding of and respect for Aboriginal and Torres Strait Islander languages</p> <p>D- Professional learning materials that the candidate has developed and used as a result of their collaboration with an Aboriginal Education Assistant or local community representative(s)</p> <p>R- The candidate initiates processes to assist colleagues in providing opportunities for students to develop their understanding, valuing of and respect for Aboriginal and Torres Strait Islander languages</p> <p>R- The candidate's leadership has had an impact on the development of programs to address understanding of and respect for Aboriginal and Torres Strait Islander histories and cultures</p> <p>R- The candidate has contributed to the collaborative development and review of policies, programs and practices to enhance students' understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p> <p>R- The candidate has led activities and discussions to develop students' understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p>	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</p>	<p>Focus: Literacy and Numeracy Strategies</p>
<p>2.5.4 Standard Descriptor: Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Policy documents that have been evaluated and revised by the candidate to lead student literacy and/or numeracy achievement across the school D- Policy documents that have been developed by the candidate to lead the implementation of school-based literacy and/or numeracy strategies to improve learning outcomes for, where relevant, Aboriginal and Torres Strait Islander students, students with special education needs and/or EAL/D students D- Analyses of student literacy data by the candidate to monitor and evaluate the effectiveness of specific literacy teaching strategies on students' achievement D- Literacy and numeracy programs that have been revised using information gained through the candidate's monitoring and evaluation D- Learning and teaching programs, with explicit and structured literacy and numeracy strategies incorporated, resulting from the candidate working with colleagues D- Diagnostic assessment tasks developed by the candidate and used across the school to determine students' prior knowledge and readiness to learn specific aspects of numeracy D- Lesson observation notes from monitoring of colleagues' use of explicit literacy and/or numeracy teaching strategies D- Feedback notes provided to colleagues based on the candidate's observations of videoed lessons to monitor and evaluate literacy and/or numeracy strategies across the school R- The candidate leads collegial discussions to review literacy policies to incorporate research-based knowledge and an analysis of student data R- The candidate implements strategies enabling colleagues to share numeracy expertise, including modelling, coaching, mentoring and resource sharing O- The candidate designs and leads professional development based on research and student data that is aimed at improving literacy and numeracy achievement at the school 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</p>	<p>Focus: Information and Communication Technology (ICT)</p>
<p>2.6.4 Standard Descriptor: Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Policy, program or procedure documents resulting from discussion and development to support colleagues integrating ICT into their teaching practice D- Professional learning materials that the candidate has developed and used to support colleagues to effectively integrate ICT across the school D- Analysed student and/or colleague feedback, such as survey results, that the candidate has used to investigate the use of ICT across the school D- Annotated professional learning log describing how the candidate has developed their teaching knowledge and skills to lead and support colleagues in their use of ICT D- Screenshots or PDF copies of digital spaces demonstrating the candidate's leadership of the effective use of blended learning across the school D- Feedback notes provided to colleagues based on the candidate's observations of teachers' videoed lessons to support the effective selection and use ICT across the school D/R- The candidate leads a structured and ongoing professional development program to support the use of ICT in learning and teaching across the school R- The candidate's leadership has impacted positively on the use of ICT in learning and teaching across the school O- The candidate delivers professional development to colleagues on the use of ICT to improve teaching practice across the school O- The candidate demonstrates expanded student learning opportunities using ICT within a range of teaching strategies to colleagues 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

STANDARD 3:
PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND
LEARNING

Focus:
Establish challenging learning goals

3.1.4 Standard Descriptor:

Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.

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

D- Learning program materials that demonstrate the candidate's exemplary practice and high expectations of students

D- Individual Learning Plan guides developed by the candidate to lead colleagues to ensure that all Individual Learning Plans contain explicit and challenging learning goals for each student

D- Learning activities designed by colleagues as a result of the candidate's leadership that include opportunities for students to set, revise and achieve challenging learning goals

D- Student self and peer assessments that the candidate has developed, used and discussed with colleagues to support students in setting and monitoring challenging goals over time

D- Notes from discussions of the candidate's videoed lessons that demonstrate exemplary practice in encouraging students to pursue challenging goals

R- The candidate leads colleagues to encourage students to pursue challenging goals in all aspects of their education

R- The candidate leads colleagues to evaluate lesson goals based on student achievement

R- The candidate's leadership has supported colleagues to review learning and teaching programs so they include challenging goals for all students

O- The candidate models for colleagues exemplary practice in setting high expectations for students in the classroom

O- The candidate demonstrates exemplary practice to assist students in establishing challenging learning goals

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
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3.2.4 Standard Descriptor:
 Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

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

- D- Exemplary learning and teaching programs that have been planned, implemented and reviewed by the candidate
- D- Learning and teaching programs developed by colleagues that have been reviewed by the candidate to determine their effectiveness in developing students' knowledge, understanding and skills
- D- Guide or process developed by the candidate to lead the review of the structure and sequence of learning and teaching programs to develop students' knowledge, understanding and skills
- D- Meeting schedules and planning documents that demonstrate the candidate's leadership in reviewing learning and teaching programs across faculties/stages/the school to develop students' knowledge, understanding and skills
- D- Professional learning materials that the candidate has developed and used to lead colleagues to review the effectiveness of their learning and teaching programs
- R- The candidate leads colleagues to plan and implement effective learning and teaching programs
- R- The candidate leads implements processes for reviewing learning and teaching programs that develop students' knowledge, understanding and/or skills
- O- The candidate delivers professional development to colleagues to plan and implement changes to learning and teaching programs

Additional evidence relating to my school context:

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<p>STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</p>	<p>Focus: Use teaching strategies</p>
<p>3.3.4 Standard Descriptor: Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Learning and teaching resources developed or adapted with colleagues to review, modify and expand teaching strategies D- Learning and teaching strategies that have been used with colleagues to develop students' skills, problem solving and/or critical and creative thinking D- Annotated professional learning plan organised for colleagues to assist them to review, modify and expand their repertoire of teaching strategies D- Examples of innovative teaching strategies that were developed and shared by the candidate to expand colleagues' repertoire D- Lesson observation notes that demonstrate the candidate working with colleagues to challenge and support students to apply knowledge, develop skills and/or think critically or creatively D- Notes from discussions of the candidate's videoed lessons that demonstrate a range of exemplary teaching strategies D/R- The candidate has instigated regular sharing of successful teaching strategies with colleagues that develop students' knowledge, skills, problem solving and/or critical and creative thinking R- The candidate provides ongoing advice and assistance to colleagues to review, modify and expand their repertoire of teaching strategies R- The candidate discusses professional reading with colleagues on a range of teaching strategies O- The candidate models a variety of teaching strategies for colleagues to support them to develop students' knowledge, skills, problem solving and/or critical thinking O- The candidate delivers professional development to expand colleague's repertoire of teaching strategies that support students to use knowledge, skills, problem solving and/or critical and creative thinking 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</p>	<p>Focus: Select and use resources</p>
<p>3.4.4 Standard Descriptor: Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Exemplary resources that have been developed by the candidate and shared with colleagues D- Evaluated teaching resources provided by the candidate to colleagues for their use D- Exemplary ICT resources that have been developed, used and shared by the candidate D- Meeting schedules and communications with colleagues to instigate regular sharing of information about resources, including ICT within and/or beyond the school D- Screenshot of the candidate’s contributions to a blog, or shared digital resources that have selected and/or developed and evaluated D- Lesson observation notes that demonstrate the candidate’s ’s exemplary use of resources to facilitate student learning R- The candidate led the effective selection or development of teaching resources to address the needs of individual students and/or groups of students R- The candidate contributes to the wider learning community or network, initiating regular sharing of resources, including ICT R- The candidate encourages colleagues to use and contribute to a bank of effective learning and teaching resources and to share evaluation of their effectiveness O- The candidate models exemplary skills in selecting, creating and/or evaluating resources O- The candidate leads processes to develop or evaluate resources for learning and teaching 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</p>	<p>Focus: Use effective classroom communication</p>
<p>3.5.4 Standard Descriptor: Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Lesson observation feedback notes by the candidate that focus on colleagues' use of inclusive and contextually appropriate verbal and non-verbal communication D- Learning and teaching materials developed, used and shared by the candidate that demonstrate collaborative strategies to support students' understanding D- Annotated lesson plans provided by the candidate to colleagues that use collaborative strategies to support students' engagement D- Professional learning materials that the candidate has developed and used to increase the range of verbal and non-verbal communication strategies being used by teachers across the school D- Lesson observation notes that demonstrate the candidate's effective and inclusive verbal and non-verbal communication D- Analyses of student feedback about the candidate's communication strategies D- Notes from discussions of the candidate's videoed lessons that demonstrate exemplary practice in the use of verbal and non-verbal communication R/O- The candidate models for colleagues by using appropriate verbal and non-verbal communication and collaborative strategies in the classroom R/O- The candidate provides professional development for colleagues to increase their range of verbal and non-verbal communication strategies for classroom use O- The candidate uses verbal and non-verbal communication to anticipate and address student misunderstandings O- The candidate demonstrates inclusive verbal and/or non-verbal communication techniques through demonstration lessons, team teaching and/or professional development activities for colleagues 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</p>	<p>Focus: Evaluate and improve teaching programs</p>
<p>3.6.4 Standard Descriptor: Conduct regular reviews of learning and teaching programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Learning and teaching programs that have been reviewed and revised by the candidate using multiple sources of evidence D- Policies, procedures and/or communications demonstrating the candidate's leadership of faculty/stage/school learning and teaching program evaluation D- Overview document that summarises the outcome of the candidate's school-wide evidence-based review of learning and teaching programs D- Examples of multiple evidence sources that have been used in the review of learning and teaching programs D- Notes from meetings with colleagues that demonstrate how the candidate has led the review of learning and teaching programs D- Professional learning materials that the candidate has developed and used as part of a process to review teaching programs R- The candidate conducts regular reviews of learning and teaching programs using multiple sources of evidence 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</p>	<p>Focus: Engage parents/carers in the educative process</p>
<p>3.7.4 Standard Descriptor: Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and the broader school priorities and activities.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Programs of activities that have been initiated by the candidate that involve parents/carers in the education of their children D- Annotated resource log that has been created or maintained by the candidate to record information about parent/carer expertise that can be drawn on to support children’s education and/or school priorities D- Survey data that has been collected and analysed by the candidate to elicit feedback from parents/carers about their involvement in school activities D- Examples of school-wide two-way communication that include opportunities for parents/carers to participate in the education of their children and/or school activities R- The candidate has established a program to involve parents/carers in the education of one or more students R- The candidate develops and delivers information sessions for parents/carers to enhance their understanding of school processes so they are able to support their children’s learning R- The candidate initiates processes and programs that involve the parents/carers of Aboriginal and Torres Strait Islander students in the education of their children R- The candidate initiates processes and programs that involve parents/carers of students from EAL/D backgrounds O- The candidate works with parents/carers in a candidate-initiated program to involve them in the education of their children, the broader school priorities, or school activities 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</p>	<p>Focus: Support student participation</p>
<p>4.1.4 Standard Descriptor: Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Procedures designed and implemented by the candidate to create productive and inclusive learning environments across the school D- School procedures designed and implemented by the candidate to support teacher education students (pre-service teachers) in creating productive and inclusive learning environments in their classroom D- Lesson observation notes that demonstrate how the candidate develops a productive and inclusive learning environment in the classroom D- Protocols developed and implemented by the candidate to ensure that the school environment is inclusive of all students, including Aboriginal and Torres Strait Islander students, students with special education needs and EAL/D students D- Resources from a lesson designed and delivered for colleagues to demonstrate inclusive strategies and new approaches to engage and support students D- Notes from meetings that include a review of inclusive strategies used by colleagues to engage and support students, including Aboriginal and Torres Strait Islander students, students with special education needs and EAL/D students D- Professional learning materials that the candidate has developed and used to assist colleagues to develop productive and inclusive learning environments for students R- The candidate has created support systems where colleagues can share knowledge gained from professional development activities about inclusive strategies and new approaches to engage and support students R- The candidate has participated in the design of school environments that support inclusivity R- The candidate has taken a lead role in the development of policies and programs that address strategies used for inclusion and engagement of students O- The candidate designed and delivered a lesson for colleagues to demonstrate inclusive strategies and new approaches to engage and support all students 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</p>	<p>Focus: Manage classroom activities</p>
<p>4.2.4 Standard Descriptor: Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Policy and procedure documents developed by the candidate to establish flexible and innovative organisational structures across the school to maximise student responsibility for learning D- Communications demonstrating how the candidate has led colleagues to implement effective classroom management D- Professional learning materials that the candidate has developed and used to support colleagues, including teacher education students (pre-service teachers), to develop classroom management strategies D- Lesson observation notes that demonstrate the candidate's exemplary classroom management D- Notes from discussions of the candidate's videoed lessons that demonstrate exemplary classroom management R- The candidate leads colleagues to implement effective classroom management and promote student responsibility for learning R- The candidate provides colleagues with formal opportunities for sharing effective practice in maximising student responsibility for learning R- The candidate takes a lead role in collegial discussions on classroom management and the design of collaboratively developed classroom protocols O- The candidate leads colleagues to implement effective classroom management and promote student responsibility for learning by modelling and explaining strategies for colleagues, including teacher education students (pre-service teachers) 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</p>	<p>Focus: Manage challenging behaviour</p>
<p>4.3.4 Standard Descriptor: Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Behaviour management policies and procedures that have been implemented by the candidate to manage challenging behaviour across the school D- Annotated articles or research papers on effective student behaviour management strategies that have been provided to colleagues to review current practices D- Professional learning materials that the candidate has developed and used using specialist expertise in behaviour management to enhance colleagues' knowledge and practice D- Research undertaken to investigate behaviour management theories that is shared with and contextualised for colleagues D- Lesson observation notes that demonstrate the candidate modelling a range of exemplary behaviour management strategies D- Notes from discussions of the candidate's videoed lessons that demonstrate exemplary student behaviour management R- The candidate leads colleagues by modelling effective conflict resolution skills that can be used when supporting students with challenging behaviours R- The candidate encourages colleagues to monitor and evaluate the success of behaviour management initiatives and to broaden their range of strategies R- The candidate has led colleagues, including teacher education students (pre-service teachers), to use and evaluate behaviour management initiatives that address the individual needs of their students O- The candidate meets with colleagues to explain the implementation of changes to the school's policy on managing challenging behaviour O- The candidate provides professional development for colleagues to lead behaviour management initiatives 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</p>	<p>Focus: Maintain student safety</p>
<p>4.4.4 Standard Descriptor: Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Workplace Health and Safety policy that has been evaluated and revised by the candidate to ensure that they comply with current legislative requirements D- Student well-being policy that has been evaluated and revised by the candidate to ensure that it meets curriculum and legislative requirements D- Documented organisation of fire drills/evacuations that have been implemented and evaluated by the candidate D- Student and/or staff welfare policies that have been designed and/or implemented by the candidate D- Professional learning materials that the candidate has developed and used to update colleagues' knowledge of student safety and well-being requirements R- The candidate has ensured compliance with student well-being and safe working practices, coordinating or conducting safety audits of equipment and/or safety drills R- The candidate has evaluated student well-being and safe working practices and assisted colleagues to update and incorporate these in their practice O- The candidate provides professional development for colleagues on student or staff welfare, such as child protection legislation or workplace safety O- The candidate participates in a meeting to evaluate the effectiveness of safe working practices 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</p>	<p>Focus: Use ICT safely, responsibly and ethically</p>
<p>4.5.4 Standard Descriptor: Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Policies, strategies or procedures that have been implemented by the candidate to promote the safe, responsible and ethical use of ICT in learning and teaching D- Meeting agendas, minutes and notes that document the candidate’s participation in the review of policies and strategies to ensure the ethical use of ICT in learning and teaching D- Communication by the candidate to colleagues informing them of new policies and/or strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching, such as assessment policies, bullying policies, ICT acceptable use policies or student welfare policies D- Communication by the candidate to the school community, including parents/carers, informing them of new policies and/or strategies to ensure the safe use of ITC D- Documented processes of policy review and implementation to ensure the safe, responsible and ethical use of ICT in learning and teaching D- Lesson observation notes that demonstrate the candidate’s use of new strategies for ensuring safe, responsible and/or ethical use of ICT D- Professional learning materials that the candidate has developed and used to increase colleagues’ understanding of the ethical use of ICT in learning and teaching R- The candidate works with colleagues to review strategies to address plagiarism and inappropriate use of the internet and ensure the ethical use of ICT in learning and teaching R- The candidate takes a lead role in developing and/or disseminating new policies and/or strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching R/O- The candidate leads professional learning for colleagues that develops their understanding of the role of social media in student learning, with strategies for their safe and responsible use of ICT 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</p>	<p>Focus: Assess student learning</p>
<p>5.1.4 Standard Descriptor: Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- School assessment policies and strategies that have been evaluated by the candidate to support colleagues D- School assessment strategies that have been implemented by the candidate to guide colleagues to determine the spoken and written Standard Australian English (SAE) demands of assessment tasks D- School assessment schedules evaluated by the candidate to ensure that they use an appropriate range of assessment strategies D- Examples of student assessment data analysed by the candidate to provide information to support colleagues in diagnosing learning needs of their students D- Assessment rationale and protocols that the candidate has developed to enable specialist teaching staff to support colleagues in using student assessment data to diagnose learning needs D- Professional learning materials that the candidate has developed and used to lead colleagues through the development of diagnostic tools and assessment strategies, programs and analysis of assessment data to inform classroom practice R- The candidate contributes to the evaluation of student assessment policies so they comply with curriculum, system and/or school assessment requirements R- The candidate evaluates student assessment policies and strategies to support colleagues to use assessment data to diagnose learning needs R- The candidate has evaluated school assessment practice and strategies and initiated professional learning to support colleagues in student assessment R- The candidate has established and supports school-wide planning processes that include determining the Standard Australian English (SAE) demands of the curriculum R- The candidate has evaluated assessment tasks and student work to develop and support colleagues' assessment practices 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</p>	<p>Focus: Provide feedback to students on their learning</p>
<p>5.2.4 Standard Descriptor: Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Policy or procedure documents initiated to support colleagues in applying a range of timely, effective and appropriate feedback strategies to students D- Student work samples selected and annotated by the candidate to model exemplary feedback on learning objectives D- Professional learning materials that the candidate has developed and used to support colleagues in applying a range of timely, effective and appropriate feedback strategies to students D- Lesson observation notes that demonstrate the candidate’s exemplary practice in providing feedback to students D- Notes from discussions of the candidate’s videoed lessons that demonstrate exemplary feedback strategies R- The candidate discusses research articles with colleagues to support them in applying effective and appropriate feedback strategies R- The candidate supports colleagues to implement a range of feedback strategies and evaluate their effectiveness R- The candidate has provided exemplar feedback models to develop colleagues’ feedback strategies O- The candidate models exemplary practice for colleagues on how to provide timely, effective and appropriate feedback strategies to students O- The candidate works with colleagues to support them in applying a range of timely, effective and appropriate feedback strategies to students 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</p>	<p>Focus: Make consistent and comparable judgements</p>
<p>5.3.4 Standard Descriptor: Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- School assessment policy that has been adapted by the candidate to include effective moderation practices and guidelines D- Policies or guidelines that have been adjusted as a result of the candidate’s evaluation of school or system moderation processes to ensure consistent and comparable judgements D- Guides and processes developed by the candidate to support colleagues in making consistent and comparable judgements of student learning D- Assessment procedures that have been developed by the candidate to ensure consistent and comparable judgements of student learning during moderation activities across the stage/faculty/school D- Notes from meetings of colleagues led by the candidate to evaluate moderation activities to improve the consistency and comparability of judgements R- The candidate has taken a lead role in the development of moderation processes for student assessments R/O- The candidate has led professional development for colleagues focusing on such practices as shared protocols for assessing student work and consistent standards for the construction of quality tasks and rubrics O- The candidate leads colleagues in establishing or evaluating school assessment moderation processes 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</p>	<p>Focus: Interpret student data</p>
<p>5.4.4 Standard Descriptor: Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Assessment data that has been evaluated by the candidate and used to inform teaching practice for a range of students as relevant, including Aboriginal and Torres Strait Islander students, students with special education needs and/or EAL/D students D- Planning documents developed to lead colleagues to analyse student assessment data to improve teaching practice D- Scaffolds created by the candidate and used to lead a coordinated evaluation of student performance and/or programs D- Guides and processes developed by the candidate to lead colleagues, including teacher education students (pre-service teachers), in the analysis of student assessment data to support program evaluation D- Learning and teaching programs that have been evaluated and revised using assessment data analysis that was led by the candidate D- Meeting notes, communications and support materials demonstrating the candidate's role in coordinating student performance and program evaluation using student assessment data R- The candidate has provided strategic advice to colleagues in making adjustments to learning and teaching programs using the evaluation of student assessment data R- The candidate led colleagues to analyse student assessment data to identify strengths and weaknesses in students' understanding of content R- The candidate led intervention strategies for students as a result of the analysis of assessment data by colleagues R- The candidate has worked with colleagues to support them in mentoring teacher education students (pre-service teachers) in the evaluation of programs using student assessment data to improve teaching practice 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</p>	<p>Focus: Report on student achievement</p>
<p>5.5.4 Standard Descriptor: Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Procedure and/or protocol documents revised by the candidate to ensure that school reports on student achievement meet the needs of students, parents/carers and colleagues D- Survey results, meeting agendas with notes, and/ or feedback collected by the candidate from students, parents/carers and/or colleagues about the effectiveness of school reports D- Revised school reporting policy and related documents demonstrating the candidate’s role in evaluation and revision of the school reporting policy D- New student reports that have been developed by the candidate to better meet the needs of students, parents/carers and/or colleagues D- Professional learning materials that the candidate has developed and used to focus on report writing as a strategy to improve communications to students and parents/carers D- Professional learning materials that the candidate has developed and used to inform colleagues about changes to reporting processes and the rationale for those changes R- The candidate establishes processes to obtain feedback from colleagues, parents/carers and students and use the information to revise reporting mechanisms R- The candidate leads the evaluation and revision of reporting on student achievement across the school 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING</p>	<p>Focus: Identify and plan professional learning needs</p>
<p>6.1.4 Standard Descriptor: Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Teacher surveys and/or meeting notes demonstrating the candidate determining the professional learning needs of colleagues D- School-based professional development programs that have been developed by the candidate and aligned to the Australian Professional Standards for Teachers D- Professional learning materials that the candidate has developed and used in schools or for professional teacher associations/ networks that address the Australian Professional Standards for Teachers D- De-identified meeting notes, lesson observation notes, teacher accreditation reports and/or teacher reflections demonstrating the candidate's role in leading teacher accreditation processes D- School policies and procedures that have been designed by the candidate to ensure that teacher education students' (pre-service teachers) professional learning needs are met during professional experience placements D- Staff induction program developed and/or implemented by the candidate to address the professional needs of colleagues, including teacher education students (pre-service teachers) R- The candidate effectively leads processes for colleagues undertaking accreditation processes R- The candidate uses the Australian Professional Standards for Teachers as the basis for mentoring teachers to support colleagues, including teacher education students (pre-service teachers), to address their professional learning needs R- The candidate leads professional learning for colleagues that is aligned to the Australian Professional Standards for Teachers 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	Focus: Engage in professional learning and improve practice
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6.2.4 Standard Descriptor:
Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

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

- D- Research plan demonstrating the candidate’s participation in collaborative educational research
- D- Planning documents demonstrating the candidate’s role in initiating collaborative professional learning groups, lesson study, instructional rounds or professional learning community structures to support a collegial model of expanded professional learning opportunities
- D- Policy and planning documents demonstrating that the candidate provides quality opportunities and placements for teacher education students (pre-service teachers)
- D- Planning documents demonstrating the candidate’s role in mentoring teacher education student (pre-service teacher) supervisors to ensure high quality professional experience placements
- R- The candidate initiates collaborative relationships with tertiary initial teacher education providers to ensure the provision of quality opportunities and placements for teacher education students (pre-service teachers)
- R- The candidate initiates whole school inclusive practices to provide quality opportunities for teacher education students (pre-service teachers) to develop their practice in readiness for future employment
- R- The candidate effectively builds relationships within and beyond the school to develop professional learning opportunities that enhance colleagues’ professional knowledge, practice and engagement
- R- The candidate’s postgraduate research has been used to expand the professional learning opportunities of colleagues

Additional evidence relating to my school context:

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STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	Focus: Engage with colleagues and improve practice
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6.3.4 Standard Descriptor:
Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

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

- D- Planning documents demonstrating the candidate’s role in mentoring, coaching and/or peer review processes within the school or professional learning network(s) giving constructive and supportive feedback to colleagues about their practice
- D- Professional learning materials that the candidate has developed and used to support professional dialogue
- D- School action research strategy or plans that include colleagues engaging in professional dialogue about practice that improves educational outcomes
- D- Meeting agendas and notes outlining collaborative dialogue using current research and practice
- D/R- Annotated readings/publications of research on effective practice to inform colleagues’ discussion of practice to improve educational outcomes of students
- R- The candidate promotes a culture of improvement by initiating processes for informal and formal professional dialogue among colleagues
- R- The candidate supports colleagues, including teacher education students (pre-service teachers), to join and contribute to relevant professional teaching associations or networks
- R- The candidate engages in regular constructive discussion with colleagues that includes feedback based on current research and practice
- O- The candidate leads professional dialogue so colleagues can share their analysis of current research and practice

Additional evidence relating to my school context:

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<p>STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING</p>	<p>Focus: Apply professional learning and improve student learning</p>
<p>6.4.4 Standard Descriptor: Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Annotated professional readings/bibliography outlining how the review of research contributes to the candidate's knowledge and understanding of effective professional learning for colleagues D- Analysed records of colleagues' professional development participation to ensure equitable and appropriate access to high-quality professional learning opportunities D- Annotated professional learning log describing the candidate's participation in high-quality professional learning opportunities D- Surveys and/or workshop activities demonstrating the candidate's evaluation of the quality of colleagues' professional learning R- The candidate utilises research to support colleagues in applying their professional learning to student learning R- The candidate effectively conducts professional learning meetings to investigate future and strategic professional learning opportunities for the school to improve teaching practice and student learning outcomes R- The candidate leads school-wide strategies for establishing professional learning in relation to Aboriginal and Torres Strait Islander students, students with special education needs and/or EAL/D students 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

STANDARD 7:
ENGAGE PROFESSIONALLY WITH COLLEAGUES,
PARENTS/CARERS AND THE COMMUNITY

Focus:
Meet professional ethics and
responsibilities

7.1.4 Standard Descriptor:

Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

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

D- Policy or procedure documents, such as a Code of Ethics, that have been used by the candidate to support colleagues in understanding ethical practices and protocols for communicating with students, colleagues and the community

D- Communications from the candidate to a range of stakeholders, such as students, colleagues, parents/carers or community members, that model exemplary ethical behaviour and/or informed judgements

D- Induction materials developed and used by the candidate to inform for new school staff about the school's expectations with regard to ethical behaviour

R- The candidate has modelled exemplary ethical behaviour and exercised informed judgement

R- The candidate models exemplary ethical practice for colleagues by reporting critical incidents in line with appropriate code/s of ethics

R- The candidate has used informed judgement to intervene where a colleague's behaviour or written or verbal communication does not meet professional and/or ethical expectations

R- The candidate has established school-wide policies and processes that ensure the school operates respectfully within cultural protocols relating to working with Aboriginal and Torres Strait Islander students, parents/carers, and the community

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
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7.2.4 Standard Descriptor:
 Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

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

- D- Policy and procedure documents that have been developed by the candidate to support colleagues' compliance with legislative, administrative, organisational and/or professional responsibilities
- D- Communication with colleagues that explains mandatory reporting requirements, child protection legislation, mandatory teacher accreditation processes or other legislative responsibilities
- D- Professional learning materials that the candidate has developed and used to support compliance with and understanding of legislative, administrative, organisational and/or professional responsibilities
- D- Written and/or verbal communications by the candidate that demonstrate expectations and understanding of mandatory requirements, such as reporting, child protection, teacher accreditation
- D- Performance review documents that have been developed and used by the candidate and reflect compliance with policy requirements
- R- The candidate ensures that performance review documentation demonstrates compliance with all mandatory policies and requirements
- R- The candidate has designed and delivered professional learning for colleagues to develop their understanding of legislation and mandatory policies
- R- The candidate had a lead role in the development and implementation of school policy in accordance with school or system requirements, policy and legislation
- R- The candidate initiates information sessions for colleagues to ensure compliance with professional responsibilities regarding parents/carers, their colleagues or supervisors

Additional evidence relating to my school context:

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<p>STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY</p>	<p>Focus: Engage with parents/carers</p>
<p>7.3.4 Standard Descriptor: Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and in the educational priorities of the school.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Communication and/or planning documents demonstrating how the candidate has encouraged parent membership of key committees and groups within the school D- Programs for events initiated by the candidate to create opportunities for parents’/carers’ involvement in the progress of their children’s learning D- Communications and/or programs demonstrating the candidate initiatives to establish more effective communication with parents/carers for whom English is an Additional Language or Dialect D- Resources and materials that have been developed and used by the candidate for to support parents’/carers’ understanding of their child’s learning and development R- The candidate has developed effective methods for involving parents/carers in issues related to their child’s learning, including Aboriginal and Torres Strait Islander parents/carers R- The candidate has developed effective formal mechanisms, including two-way mechanisms, for exchanging information about students’ learning, well-being and engagement issues with parents/carers R- The candidate has established and supported formal school and parent/carer communication strategies that involve parents in the education of their children R- The candidate plays a key role in organising and coordinating information events for parents/carers on the educational priorities of the school O- The candidate leads a regular meeting of parents/carers to support their engagement with the school’s educational priorities 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

<p>STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY</p>	<p>Focus: Engage with professional teaching networks and broader communities</p>
<p>7.4.4 Standard Descriptor: Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</p>	
<p>Evidence that would contribute to the candidate demonstrating this Standard Descriptor:</p> <ul style="list-style-type: none"> D- Programs, screenshots or presentation materials demonstrating the candidate’s participation in and presentations to professional forums, conferences or workshops to broaden knowledge of colleagues outside the candidate’s school D- Course information demonstrating the candidate’s role in delivering teacher education student (pre-service teacher) programs within universities D- Professional association conference or event programs demonstrating the candidate’s active role in the association D- Annotated record of the candidate’s activities or leadership roles undertaken in a professional network or networks D- Annotated record of the candidate’s activities with community networks D- Articles that the candidate has written that have been published in professional association journals, newsletters or websites R- The candidate leads professional activities offered by professional and/or community networks R- The candidate actively supports colleagues to participate in external professional learning opportunities, such as conferences, postgraduate study, teachmeets, online networks and discussion forums R- The candidate actively supports colleagues, including teacher education students (pre-service teachers), to join relevant professional teaching associations or other education networks R- The candidate provides information to colleagues about school parent/carer organisations or networks and how they might become active participants in these networks 	
<p>Additional evidence relating to my school context:</p> <ul style="list-style-type: none"> • • • 	

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 <i>Teacher Accreditation Act, 2004</i>
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:

Report Template for Observation of Teaching

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	

Aspects of practice to be focused on:	Standard Descriptors (e.g. 4.1.4):

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										
1.1.4	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.										
1.2.4	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.										
1.3.4	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.										
1.4.4	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.										
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.										
1.6.4	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.										

2	Know the content and how to teach it										
2.1.4	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.										
2.2.4	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.										
2.3.4	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.										
2.4.4	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.										
2.5.4	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.										
2.6.4	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.										
3	Plan for and implement effective teaching and learning										
3.1.4	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.										

3.2.4	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.											
3.3.4	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.											
3.4.4	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.											
3.5.4	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.											
3.6.4	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.											
3.7.4	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.											
4	Create and maintain supporting and safe learning environments											
4.1.4	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.											

4.2.4	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.											
4.3.4	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.											
4.4.4	Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.											
4.5.4	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.											
5	Assess, provide feedback and report on student learning											
5.1.4	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.											
5.2.4	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.											
5.3.4	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.											
5.4.4	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.											

5.5.4	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.											
6	Engage in professional learning											
6.1.4	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.											
6.2.4	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.											
6.3.4	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.											
6.4.4	Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.											
7	Engage professionally with colleagues, parents/carers and the community											
7.1.4	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.											
7.2.4	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.											

7.3.4	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and in the educational priorities of the school.											
7.4.4	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.											