aitsl

Australian Institute
for Teaching and
School Leadership
Limited

Certification documentary evidence supplement

Lead teachers

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

Certification

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

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

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

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

Overview

The documentary evidence supplement is designed as a companion document to the Guide to Certification of Highly Accomplished and Lead Teachers in Australia[1] and the Certification of Highly Accomplished and Lead Teachers in Australia[2]. These documents will assist all personnel involved in national certification to understand the process and their role within it and provide them with tools, templates and guidelines on how to undertake the certification process.

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

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

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

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

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

Evidence categories

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

Teaching and learning programs:

> term, semester or full year teaching and learning programs

> lesson plans

> learning resources

> learning tasks and activities

> evaluation of teaching and learning programs

> individual student learning plans.

Classroom observations:

> lesson observation notes

> post-observation meeting notes

> video clips of practice

> video/photos of classroom environment

> student survey data

> peer observation notes.

Reflection and feedback:

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

> student conference notes

> teacher student records

> student feedback and survey data

> parent-teacher interview notes

> parent feedback

> 360 degree feedback

> peer feedback

> professional reading log and reflection

> diary of practice and reflection

> performance review feedback.

Student assessment and learning:

> student conference outcomes

> teacher records of student performance

> assessment plan

> assessment schedule

> assessment tools/tests/strategies

> student self/peer assessment feedback

> diagnostic assessments

> exhibitions/display of student work, feedback and outcomes.

Collaboration and communication:

> video clip of team teaching

> resources co-constructed/shared with colleagues

> common assessment tasks

> team meeting notes

> online blogs, wikis, discussion forums

> meeting logs

> emails/letters/correspondence

> parent teacher interview notes

> community partnerships and engagement notes and meeting logs

> policy review and development notes and meeting logs.

Professional learning:

> professional learning plan

> professional learning journal

> action research project

> participation in professional associations

> professional learning workshops/forums delivered

> graduate and post graduate studies.

Detailed examples of evidence

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

A key element of evidence at the Lead career stage is that it clearly demonstrates the teacher's role in leading, initiating and building the capacity of others. Each Descriptor outlines the higher complexity and sophistication of professional practice that requires evidencing.

	1.1 Physical, social and intellectual development and characteristics of students
STANDARD 1 **Know students and how they learn**	**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.** **Examples of evidence** • **learning tasks** that have been constructed with colleagues and differentiated based on the teacher's knowledge of students' physical, social or intellectual development • **individual learning plans** developed with colleagues that incorporate a range of teaching strategies selected specifically to address students' physical, social or intellectual development and characteristics • **notes of meetings** that reference leading discussion and reaching agreement about the use of particular strategies for individuals/groups of students and the consequent impact on learning outcomes • **leading professional learning** that has assisted colleagues to broaden their repertoire of teaching strategies by learning about new teaching strategies appropriate to their students' physical, social or intellectual development • **analysis of records** collected on the progress of student cohorts over time and discussed with colleagues to target improvement strategies and school priorities • **lesson observation notes** by and of colleagues that reference the teacher modifying instruction to make language comprehensible and instruction accessible and challenging • **course plans** developed with colleagues that articulate learning outcomes that are differentiated where necessary • **correspondence** in relation to leading collaboration and responsive communication with families, professionals and/or colleagues to promote learner growth and development • **lesson observation notes** by and of colleagues that show the teacher modelling a repertoire of strategies and resources selected to accommodate learner needs • **diagnostic assessments** undertaken with student cohorts to determine students' prior knowledge and readiness to learn and provided to colleagues to inform classroom practice • **coaching/mentoring reflections** of colleagues that highlight impact on teaching practice from this professional relationship • **other**

STANDARD 1
Know students and how they learn

1.2 Understand how students learn

Descriptor

Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.

Examples of evidence

- notes of meetings that reference strategies identified and implemented for leading colleagues to expand their understanding of how students learn

- teaching and learning programs evaluated with colleagues including using the research about how students learn

- structured staff professional reading that links and compares research on learning with teachers' classroom practice and informs school goals and priorities

- resources constructed or drawn on to develop knowledge and skills of colleagues in relation to how students learn

- analysis of school performance based on student learning outcomes and strategic priorities identified

- professional learning designed for colleagues focused on exploring specific strategies for thinking, learning and collaboration

- school review documentation that highlights lead role in evaluation of teaching and learning program and recommendations

- curriculum documentation that highlights lead role in designing school wide process to audit curriculum

- other

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

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.

Examples of evidence

- teaching and learning programs evaluated and revised with colleagues, experts and community members to include multiple perspectives of the course content, including attention to learners' personal, family and community experiences and cultural norms

- lesson observation notes by and of colleagues that reference the teacher modelling instructional strategies used to build on students' prior knowledge and experiences

- professional learning strategy designed for all staff focussing on teaching and learning strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

- lesson observation notes by and of colleagues that highlight the teacher modelling strategies for making content accessible to students from diverse backgrounds

- learning task exemplars constructed with colleagues to show how students are able to demonstrate their learning in different ways

- lesson plans constructed with colleagues that incorporate information that has been accessed about the values of diverse cultures and communities

- professional learning designed for colleagues that draws on resources and expert knowledge in order to evaluate learning and teaching programs

- curriculum documentation that highlights lead role in designing data collection processes to evaluate school programs

- other

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

STANDARD 1
Know students and how they learn

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.

Examples of evidence

- **teaching and learning programs** developed to include teaching strategies that have been designed and implemented based on the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students

- **learning programs** designed for students from the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students that include teaching strategies that have been designed based on information gathered about students' learning strengths and needs

- **evidence** of having led processes and implemented advice and/or guidance from persons such as supervisors, colleagues, Aboriginal education assistants, itinerant teachers, elders of Aboriginal communities, Counsellors and other relevant professionals, for example emails, conversation records, file notes, participation in blogs, about teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students

- **lesson plans, notes and/or communications** documenting a lead role in developing structures and processes for team teaching and collaborative planning with Aboriginal education assistant or local community representative(s) that include effective teaching strategies for Aboriginal and Torres Strait Islander students

- **lesson observation notes** by and of colleagues that reference the modelling of effective teaching strategies that reflect the learning needs and histories of Aboriginal and Torres Strait Islander students

- **other**

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

STANDARD 1
Know students and how they learn

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.

Examples of evidence

- **documentation** that highlights a lead role in the collection and analysis of school wide data sets with colleagues to inform teaching programs that cater for the full range of student abilities

- **student work samples/learning tasks** developed with colleagues to demonstrate multiple entry points and learning outcomes to meet the specific learning needs of students across the full range of abilities

- **school professional learning strategy** designed for all staff involving collaborative planning or consultation with specialist staff including the Literacy coach, Counsellor, Aboriginal education assistant, Gifted and Talented coordinator, Learning support coordinator

- **teaching programs** co-constructed with colleagues that have been designed to cater for specific learning needs of groups of students

- **professional learning** designed for colleagues in response to student learning needs identified in school data

- **resources or technologies** constructed, adapted and implemented with colleagues to provide equal access for all students

- **other**

1.6 Strategies to support full participation of students with disability

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.

Examples of evidence

- **notes of meetings** initiated with parents, carers, students, specialists, support teams and services that assist the design and implementation of teaching and learning programs/units of work/lesson plans that cater for students with disability

- **lesson observation notes** by and of colleagues that show the teacher modelling strategies to support the learning needs of individual students with disability in accordance with policy and Disability Standards for Education

- **individual learning plans** developed with colleagues for students with disability that may include modification of classroom layout or student tasks

- **teaching and learning programs and/or unit/lesson plans** that have been reviewed with colleagues to ensure that they support participation of students with disability, in accordance with policy and legislative requirements

- **teacher feedback on the use and impact of adaptive and assistive technologies** provided for colleagues to support participation and learning of students with disability

- **school policy documentation** that highlights lead role in review and development of polices to ensure compliance with legislation and system requirements

- **professional learning** organised for staff that draws on external expertise in order to enhances staff understanding and application of disability policy and Disability Standards and the nature and implications of specific disabilities

- **other**

STANDARD 1
Know students and how they learn

2.1 Content and teaching strategies of the teaching area

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.

Examples of evidence

- **teaching and learning programs and/or units of work and/or lesson plans** that have been evaluated and elaborated to include learning activities aligned to learning goals and curriculum standards

- **lesson observation notes** by and of colleagues that reference modelling by the teacher in the intentional use of key concepts and ideas that are part of students' everyday experiences and real world events

- **student work samples and learning tasks** created with staff that focus on understanding and application of key disciplinary concepts

- **team meeting notes** that highlight the teacher's lead role in initiating the development of processes and actions in relation to evaluation of teaching and learning programs that align with school goals and curriculum standards

- **professional learning** designed for colleagues that draws on research to improve content and learning progressions in particular disciplines

- **unit/course plan exemplars** created with colleagues that demonstrate organisation and sequencing of subject matter to ensure all students understand key concepts, themes and relationships in and among subject area(s)

- **professional learning** designed for colleagues that draws on research to develop understanding of how to connect key concepts and themes within and across the curriculum to extend learning for all students

- **professional learning** initiated and designed for colleagues to develop the capacity to translate state/national curriculum frameworks into school based teaching and learning programs

- **other**

2.2 Content selection and organisation

Descriptor

Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing into coherently organised learning and teaching programs.

Examples of evidence

- **teaching and learning programs** that have been evaluated and refined with colleagues to demonstrate the alignment of learning activities to instructional outcomes and curriculum standards

- **learning outcomes** that reflect different types of learning, such as, knowledge, conceptual understanding, thinking and reasoning skills and collaborative skills built into assessment tasks designed with colleagues

- **lesson observation notes** by and of colleagues that reference the teacher using specific activities and time allocations to enable students to engage in high level cognitive activity

- **professional learning** designed for colleagues to develop resources that are differentiated for student(s) and permit student choice

- **team meeting notes** that highlight leading processes and actions in relation to evaluation of teaching and learning programs that align with school goals and curriculum standards

- **student perception data** collected and analysed with colleagues in order to inform teacher practice across the school

- **lesson plans** created with colleagues to demonstrate how students' understanding of local and global issues can be developed

- **team planning notes** that reference a lead role in the development of interdisciplinary units of works

- **other**

2.3 Curriculum, assessment and reporting

Descriptor

Lead colleagues to develop learning and teaching programs using contemporary knowledge and understanding of a curriculum, assessment and reporting requirements.

Examples of evidence

- **teaching and learning programs** evaluated and refined with staff that demonstrate alignment between curriculum standards, instruction and assessment and reporting requirements

- **student record keeping system** developed for colleagues that monitors and documents student learning and progress

- **written reports** to parents detailing learner progress against curriculum standards

- **common assessment task rationale** developed, implemented and moderated by grade/subject based teams

- **professional learning** designed for colleagues to translate state/national curriculum frameworks into school based teaching and learning programs

- **assessment activities, criteria and scoring guide exemplars** developed with colleagues that illustrate how assessment aligns with curriculum and learning outcomes

- **professional learning** designed for colleagues to provide parents with meaningful feedback and reports on their child's learning

- **assessment tools** embedded in instructional activities to provide consistent guidance for planning and instruction

- **assessment and reporting policies** developed with colleagues to guide consistent interpretation of teacher practice

- **other**

STANDARD 2
Know the content and how to teach it

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

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.

Examples of evidence

- **teaching and learning programs** evaluated and enhanced with colleagues to expand student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

- **lesson observation notes** by and of colleagues that reference activities and discussions led by the teacher to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

- **meeting notes** that identify outcomes of leading collaboration with Aboriginal education assistant or local community representative(s) to inform content and instructional strategies

- **student work samples** moderated with colleagues that show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

- **records** of leading regular organisation and participation in assemblies, fieldwork or community involvement to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

- **professional learning** designed for staff that accesses specialist expertise to support understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

- **other**

STANDARD 2
Know the content and how to teach it

2.5 Literacy and numeracy strategies

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.

Examples of evidence

- **video clip and written reflections** of the teacher modelling explicit literacy and/or strategies to students and colleagues
- **teaching and learning programs and/or lesson plans** evaluated and enhanced with colleagues that incorporate explicit and structured literacy and numeracy strategies
- **lesson observation notes** by and of colleagues that highlight the teacher's use of a variety of forms of communication to address different purposes
- **professional learning** designed for colleagues that develops understanding and use of literacy and numeracy strategies across disciplines
- **lesson observation notes** by and of colleagues that reference strategies used for making content accessible to non-native English speakers
- **lesson observation notes** of colleagues demonstrating the explicit teaching of academic language by the colleague to reference how the teacher monitors and evaluates teaching strategies
- **diagnostic assessments** developed with staff to determine students' prior knowledge and readiness to learn to inform planning and instruction
- **notes of meetings** organised with colleagues to inform the design of intervention strategies for particular students and their impact on learning
- **learning tasks** constructed with colleagues that incorporate extended writing responses and use of academic language
- **engagement of Literacy/Numeracy coaches** to work with colleagues to build literacy and numeracy knowledge and skills
- **other**

2.6 Information and Communication Technology (ICT)

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.

Examples of evidence

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

STANDARD 3
Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Descriptor

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

Examples of evidence

- **lesson observation notes** by and of colleagues that reference the connections made by the teacher during the lesson between the learning activities, learning objectives and assessment criteria

- **teacher records** that describe students' baseline knowledge, including sources of data and its relationship to course objectives

- **teacher records** that identify student learning objective targets based upon starting points of individual students

- **lesson observation notes** by and of colleagues that highlight the teacher modelling the use of success criteria to make learning targets clear to students

- **unit/lesson plans** developed with colleagues that identify short and long term learning goals that reflect high expectations and challenge

- **learning activities** designed with colleagues that identify opportunities for students to participate in setting, revising and achieving personal goals

- **student self and peer assessment** that monitors learner progress and goals over time

- **student perception data** collected and analysed with colleagues to determine priority areas to improve teacher practice

- **other**

3.2 Plan, structure and sequence learning programs

STANDARD 3 — Plan for and implement effective teaching and learning

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.

Examples of evidence

- **teaching and learning program** review outcomes that identifies modifications made to enhance student engagement and learning

- **lesson observation notes** by and of colleagues that reference how learning tasks and activities are constructed in alignment with instructional outcomes

- **lesson observation notes** by and of colleagues that reference the teacher's clearly defined structure and pacing of the lesson to provide students with the time needed to intellectually engage with and reflect on their learning

- **learning tasks** and activities constructed with colleagues that enable students to have choice in how they complete tasks

- **learning tasks** constructed with colleagues that engage students in applying content knowledge to real world problems

- **student work samples** that demonstrate choices provided by the teacher to engage with intellectually challenging content

- **video clips of lessons** analysed with colleagues to develop understanding of exemplary practice

- **learning task exemplars** developed with colleagues that require varied modes for accessing, processing and presenting information

- **unit/lesson plan exemplars** constructed with colleagues that show instruction sequenced to assist students to apply new knowledge and make connections within and across subject matter areas

- **sample homework tasks** that are aligned to learning goals and unit objectives

- **professional learning** designed for colleagues that focuses on processes to evaluate current teaching programs

- **learning task exemplars** created with colleagues that reflect rigorous and clear expectations that are appropriate to the needs and prior knowledge of individual students

- **professional** learning designed for colleagues that focuses on the use of a variety of modalities to increase student engagement in learning

- **other**

3.3 Use teaching strategies

STANDARD 3
Plan for and implement effective teaching and learning

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.

Examples of evidence

- **teaching and learning programs** evaluated and enhanced with colleagues to include teaching and learning activities and strategies that develop students' critical and creative thinking

- **lesson observation notes** by and of colleagues that reference the teacher's use of instructional strategies that challenge and support students to think independently and critically about the subject matter

- **student work samples** analysed with colleagues that demonstrate responses to cognitively demanding assessment tasks

- **lesson plan exemplars** created with colleagues that identify relevant instructional materials, resources and technologies to assist students to individually construct their own knowledge and think critically and creatively about the subject matter

- **lesson observation notes** by and of colleagues that reference the teacher's use of multiple representations and explanations that capture key ideas in the discipline and promote each learner's understanding of content standards

- **professional learning** designed for colleagues on the importance of student prior knowledge and effective instructional strategies

- **video clips of lessons** analysed with colleagues focusing on how to identify learner misconceptions and creating experiences to build accurate conceptual understanding

- **lesson observation notes** by and of colleagues that reference the teacher's use of a variety of instructional strategies that support and expand learners' communication through speaking, listening, reading, writing and other modes

- **video clips of lessons** analysed with colleagues focusing on how to provide explicit instruction about a strategy, including how, when, and why to use it

- **other**

3.4 Select and use resources

Descriptor

Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

Examples of evidence

- **teaching and learning programs** evaluated and enhanced with colleagues to include a variety of teaching and learning resources, including ICT linked to unit/lesson objectives

- **lesson observation notes** by and of colleagues that reference teacher skills in selecting, creating and using a range of resources that align with lesson objectives to make content accessible to students

- **student work sample exemplars** developed with colleagues that demonstrate student use of a variety of formats to demonstrate their learning

- **lesson plans,** analysis and reflections with colleagues that demonstrate how to map resources, including ICT, to students learning needs

- **examples of resources** used in the classroom that have been modified by the teacher for individual students to access the content

- **lesson observation notes** by and of colleagues that reference the teacher's design of the physical environment as a resource to accommodate students' needs and involvement in learning

- **lesson observation notes** by and of colleagues that reference the teacher's use resources and materials to facilitate student learning

- **lesson observation notes** by and of colleagues that reference the teacher's use of interactive technology to enhance student understanding

- **other**

3.5 Use effective classroom communication

STANDARD 3
Plan for and implement effective teaching and learning

Descriptor

Demonstrate and lead by example inclusive verbal and non-verbal communication strategies and contextual knowledge to support student understanding, engagement and achievement.

Examples of evidence

- lesson observation notes by and of colleagues that reference the teacher's communication of clear directions and procedures that anticipate student misunderstandings

- video clips of lessons analysed with colleagues that focus on the development of conceptual understanding through appropriate scaffolding and links to students' interests and the real world

- video clips of lessons analysed with colleagues that focus on spoken language and vocabulary, appropriate to students' ages and interests

- lesson observation notes by and of colleagues that show the teacher clearly communicating goals for learning with students

- learning tasks constructed with colleagues that demonstrate clear and accurate written language to convey learning requirements.

- video clip of lesson that models for colleagues the use of a variety of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition

- lesson observation notes by and of colleagues that highlight the range of techniques employed by the teacher to ensure all students contribute to discussion

- video clip of lesson that models for colleagues the use of open-ended questions and wait time to elicit and build on student responses

- student perception data collected and analysed with colleagues and used to inform focus for improvement in classroom practice

- professional learning designed for colleagues that focuses on increasing the range of communication strategies that can be used in the classroom to support increased student engagement and achievement

- other

3.6 Evaluate and improve teaching programs

Descriptor

Conduct regular reviews of teaching and learning programs using multiple sources of evidence including; student assessment data, curriculum documents, teaching practice and feedback from parents/carers students and colleagues.

Examples of evidence

- **meeting notes** that highlight leading role in developing a rationale and methodology for audit of curriculum program

- **evaluation of teaching and learning programs** undertaken with colleagues using a broad range of evidence to inform future direction

- **modified units of work** based on student perception data and student achievement outcomes

- **professional learning** designed for staff focused on using evidence to inform changes to curriculum and teacher practice

- **team meeting notes** that reference lead role in school evaluation process and review

- **student perception data** collected, analysed and shared with staff to inform redesign of teaching and learning programs

- **staff meeting notes** that reference leading role in analysis of data sets to inform review of current programs

- **student forum notes** that highlight leading role in eliciting feedback from students to inform review of teaching and learning programs

- **performance plan** that references work undertaken with colleagues to review teaching and learning programs

- **other**

3.7 Engage parents/carers in the educative process

Descriptor

Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

Examples of evidence

- **meeting notes** that reference leading role in designing structures and processes to elicit feedback from parents/carers about teaching and learning programs

- **emails, letters and other records of communications** with parents/carers to invite them to be involved in school and/or classroom activities

- **lesson plans** that show the use of parents'/carers' skills and expertise to enhance learning outcomes for students

- **samples of two-way communication** with parents/carers, including opportunities for parents/carers to give feedback on homework and classroom interactions

- **record of outcomes** for parent/carer and teacher meetings

- **information sessions** designed for parents/carers to enhance their understanding of technology resources, intervention programs, literacy and numeracy strategies to support their children's learning

- **communication** with parents/carers detailing specific strategies they could use to assist learning at home

- **meeting notes** of focus groups initiated and undertaken to enable parents/carers and staff share their views

- **newsletters** that regularly expose parents/carers to educational research, ideas and information

- **parent survey feedback** shared with staff and used to inform teaching and learning programs and practices

- **reflection notes** from student led parent/teacher conferences used to inform future learning

- **other**

STANDARD 3
Plan for and implement effective teaching and learning

4.1 Support student participation

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.

Examples of evidence

- **video clip of lesson** that shows modelling for staff of equitable and respectful interactions with students

- **video clip and written reflections** showing the teacher orchestrating learning focused student interactions and teaching students how to work together most effectively

- **lesson observation notes** by and of colleagues that reference verbal and non-verbal teacher behaviours used to convey high expectations for learning and behaviour

- **lesson observation notes** by and of colleagues that reference opportunities provided by the teacher to students to make decisions and incorporate their ideas into the lesson

- **lesson observation notes** by and of colleagues that reference student effort being acknowledged and constructive feedback being given to students by the teacher

- **video clip of lesson** that shows modelling for staff of how to engage students in group work that promotes responsibility to the classroom community

- **class roll or notes** that reference students' needs and backgrounds to inform selection of teaching strategies

- **documented classroom protocols/norms** and/or rules and consequences developed with colleagues that inform classroom management and learner behaviours across the school

- **lesson observation notes** by and of colleagues that reference the strategies used by the teacher to support students in developing skills to respond to inequity and disrespect

- **lesson observation notes** by and of colleagues that reference the teacher's displays of positive affect, evidence of relationship building and expressions of interest in students' thoughts and opinions

- **video clip of lesson** that shows modelling for staff of ways to respond to students who need extra support, assistance or attention

- **other**

4.2 Manage classroom activities

STANDARD 4
Create and maintain supportive and safe learning environments

Descriptor

Initiate strategies to lead colleagues to implement effective classroom management and promote student responsibility for learning.

Examples of evidence

- **lesson observation notes** by and of colleagues that reference the teacher's use of efficient classroom routines to maximise learning time

- **lesson observation notes** by and of colleagues that reference the teacher eliciting student contributions to established lesson routines

- **lesson observation notes** by and of colleagues that reference smooth classroom transitions between different learning activities and grouping patterns being enacted by the teacher

- **lesson plans** developed with colleagues that document timeframes required for engagement and completion of learning activities

- **video clip of lesson** that shows modelling for staff how to support students to self-monitor time on task to develop metacognitive capacity

- **lesson observation notes** by and of colleagues that reference teacher's provision of academically focused descriptive feedback to all students

- **video clip of lesson** that shows modelling for staff of pacing instruction to include ongoing review, closure of lessons and connections to future lessons

- **professional learning** designed for colleagues on effective classroom management

- **staff meeting notes** that highlight leading discussion on classroom management and agreed classroom protocols

- **lesson observation notes** by and of colleagues that reference the teacher's focus on the roles, responsibilities and expectations of students working in groups

- **lesson observation notes** by and of colleagues that reference the teacher's planning and organisation of materials and resources in the classroom that have assisted in creating a productive learning environment

- **professional learning** designed for colleagues to have access to leading experts in classroom management

- **other**

4.3 Manage challenging behaviour

Descriptor

Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

Examples of evidence

- **lesson observation notes** by and of colleagues that reference the teacher and students referring to classroom norms to redirect student behaviour

- **lesson observation notes** by and of colleagues that reference the teacher monitoring student behaviour using verbal and non-verbal behaviours

- **video clips of lessons** that show modelling for staff of how to respond to misbehaviour that is effective, fair, proactive and respectful of student dignity

- **lesson observation notes** by and of colleagues that reference the teacher providing feedback on positive student learning behaviours

- **emails or other correspondence** or records that show lead role in the implementation and maintenance of school discipline and welfare policies

- **documents,** such as emails, letters or notes from conversations and meetings that demonstrate support provided to colleagues in following through student behaviour issues

- **lesson observation notes** by and of colleagues that reference the support provided by the teacher to enable students to monitor their own behaviour and each other's in a respectful way

- **professional learning** designed for colleagues that incorporates specialist expertise in behaviour management to enhance knowledge and practice

- **lesson observation notes** by and of colleagues that references the teacher's ability to anticipate behavioural issues and monitor the classroom effectively

- **other**

STANDARD 4
Create and maintain supportive and safe learning environments

4.4 Maintain student safety

Descriptor

Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

Examples of evidence

- **staff meeting/forum notes** that reference leading role in the implementation of school discipline and welfare policies

- **lesson and/or excursion plans** that show that the teacher can clearly identify and mitigate risks

- **policy documentation** that demonstrates a leading role in the school's bullying and harassment policy and implementation

- **correspondence,** meeting records or risk assessment documentation that documents leading role in supporting colleagues to understand and implement appropriate practices

- **lesson observation notes** by and of colleagues that references the teacher implementing safe practices within the classroom

- **correspondence** documenting leading role in monitoring the reporting of issues or incidents by teachers to the appropriate personnel

- **documentation,** such as marked and annotated rolls, recording student attendance, absence and student safety concerns

- **professional learning** designed for colleagues to update their knowledge around key legislative requirements in respect to student safety and wellbeing

- **other**

4.5 Use ICT safely, responsibly and ethically

Descriptor

Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

Examples of evidence

- **teaching and learning programs** that have been reviewed with colleagues to ensure the explicit inclusion of outcomes to promote the safe, responsible and ethical use of ICT

- **lesson plans and/or classroom observation notes** by and of colleagues that reference the explicit teaching and learning strategies used to promote safe, responsible and ethical use of ICT in learning and teaching

- **assessment task exemplars** created with staff that include clear guidelines to students about plagiarism, referencing conventions and academic honesty

- **workshops** conducted for colleagues on school policy in relation to social media

- **samples of email and online communications** (such as blogs) between teacher and students that model responsible and ethical use of ICT

- **printed excerpts of student online communications** that demonstrate responsible and ethical use of ICT by students as a consequence of deliberate teacher intervention

- **newsletters to parents/carers** that include reference to practices that encourage the safe, responsible and ethical use of ICT

- **professional learning** designed for colleagues that increases their understanding of the ethical use of ICT in learning and teaching

- **other**

<div style="writing-mode: vertical">**STANDARD 5**
Assess, provide feedback and report on student learning</div>

5.1 Assess student learning

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.

Examples of evidence

- **video clip of lesson** that shows the teacher modelling for colleagues the use of strategies to diagnose student learning needs

- **lesson observation notes** by and of colleagues that reference the teacher modelling the development of assessment criteria with students in order for them to self-assess their work

- **lesson observation notes** by and of colleagues that reference the teacher modelling the use of questions and prompts to diagnose evidence of student learning

- **teaching and learning program documentation** highlighting lead role in developing school assessment policy and strategies

- **teacher's class assessment schedule** shared with colleagues showing range and purpose of assessment strategies

- **assessment criteria and rubrics** developed with colleagues as part of the school's teaching and learning program to assess student achievement

- **teacher assignments, assessment criteria, rubrics and student work exemplars** created with colleagues that demonstrate alignment with curriculum/unit outcomes

- **staff meeting notes** that highlight leading role in supporting staff to comply with system assessment requirements

- **school assessment and reporting policy** highlighting lead role in development of policy with colleagues

- **teacher records** that show selection and reflection upon evidence to support student learning

- **lesson observation notes** by and of colleagues that reference the teacher using strategies to engage students in identifying quality work

- **professional learning** designed for colleagues on using assessment to support student learning

- **professional learning workshops** designed for colleagues on data literacy

- **other**

5.2 Provide feedback to students on their learning

STANDARD 5
Assess, provide feedback and report on student learning

Descriptor

Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

Examples of evidence

- **question matrix** developed with colleagues to allow students to receive consistently structured feedback on their learning

- **student work exemplars** moderated with colleagues to highlight teacher feedback on learning objectives

- **record of moderation** with colleagues to demonstrate students are receiving appropriate feedback aligned with curriculum standards

- **lesson observation notes** by and of colleagues that reference the teacher using descriptive feedback to comment on students' progress, effort and learning behaviours

- **lesson observation notes** by and of colleagues that reference the teacher using strategies to guide learners in examining their own thinking and learning as well as the performance of others

- **video clip of lesson** showing modelling for colleagues of giving feedback on students' use of strategies and metacognitive processes

- **professional learning** designed for colleagues that focuses on giving and receiving feedback

- **staff meeting notes** that reference lead role in implementing student feedback data to improve learning and teacher practice

- **lesson observation notes** by and of colleagues that reference the use of scaffolding to enable students to construct their own understanding of concepts

- **video clip of lesson** showing the teacher modelling for colleagues the use of questioning to prompt students to explain their thinking and reasoning

- **other**

STANDARD 5
Assess, provide feedback and report on student learning

5.3 Make consistent and comparable judgments

Descriptor

Lead and evaluate moderation activities that ensure consistent and comparable judgments of student learning to meet curriculum and school or system requirements.

Examples of evidence

- **team moderation reports** evaluated following moderation of student work across all staff teams

- **student work exemplars** shared with colleagues and annotated to reflect understanding of assessment rubrics

- **assessment rubrics** developed with colleagues as part of the school's assessment policy to assess students' achievement of learning goals

- **report documentation** that highlights leading role in the development of common assessment tasks to increase consistency and quality of tasks provided to students

- **professional learning** designed for colleagues focusing on shared protocols for looking at student work

- **professional learning** designed for colleagues focusing on consistent standards for the construction of quality tasks

- **professional learning** designed for colleagues focused on consistent standards for the development of quality rubrics

- **other**

5.4 Interpret student data

Descriptor

Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

Examples of evidence

- **analysis of student assessment data** undertaken with colleagues to identify strengths and weaknesses in students' understanding of content

- **teaching and learning programs** annotated for colleagues to show modifications as a result of student assessment data

- **description of intervention strategies** designed with colleagues for students as a result of analysis of data

- **analysis of a sample of student work** undertaken with colleagues that identifies points of intervention for next stage of students' learning

- **teacher records** that show assessment of prior learning and assessments after content has been taught

- **assessment of individual learning plans** in relation to achievement of learning outcomes

- **school professional learning strategy** designed for colleagues that focuses on analysis of school data sets including standardised tests

- **presentation** to colleagues that analyses various sources of student data including achievement, behaviour, attendance and student feedback data to identify trends and determine focus for school improvement plans

- **other**

5.5 Report on student achievement

Descriptor

Evaluate and review reporting and accountability mechanisms in the school to meet the needs of students and parents/carers and colleagues.

Examples of evidence

- **record of three way conferences** conducted to discuss student achievement involving students and parents/carers in accordance with school policy and practice

- **accurate, reliable and comprehensive assessment records** that have been maintained for each student and used to inform future learning and reporting to parents

- **record of engagement** with parents/carers through mediums such as phone, email, meetings, etc demonstrating constant liaison regarding student achievement

- **school reporting policy** evaluated and refined with colleagues and implemented based on agreed protocols

- **staff briefings for parent-teacher interviews** demonstrating accurate and respectful reporting of students strengths and weaknesses and identifying future learning pathways

- **student assessment report exemplars** developed and discussed with colleagues to demonstrate quality reporting to parents

- **professional learning** designed for colleagues that focuses on report writing

- **professional learning** designed for colleagues that focuses on student self-assessment as a strategy to improve practice

- **other**

STANDARD 5
Assess, provide feedback and report on student learning

6.1 Identify and plan professional learning needs

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.

Examples of evidence

- **meeting records** with supervisor and/or colleagues regarding observed teaching, lesson planning and student achievement that are linked to identified Standards and Focus Areas from the Australian Professional Standards for Teachers

- **professional learning plan** that is linked to identified Standards and Focus Areas from the Australian Professional Standards for Teachers

- **record of engagement** in professional development courses and professional learning activities including their relevance to identified Standards

- **performance appraisal documents** identifying goals for learning that link to the Australian Professional Standards for Teachers

- **journal notes** that reference modelling practice with pre-service teachers to improve their practice

- **performance plan** that references outcome of work with colleagues to identify and achieve personal development goals

- **team teaching observation notes** that reference modelling of instructional strategies for pre-service teachers

- **professional learning** designed for colleagues to engage with the Australian Professional Standards for Teachers

- **school professional learning strategy** designed for colleagues congruent with Australian Standards and local context

- **other**

6.2 Engage in professional learning and improve practice

STANDARD 6
Engage in professional learning

Descriptor

Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

Examples of evidence

- **meeting notes** or other evidence of building relationships to develop professional learning activities to enhance knowledge and improve practice

- **professional learning plan** that aligns professional learning opportunities to identify professional learning needs and school and/or system priorities

- **evidence of leading** professional development sessions for colleagues that draw on external expertise and impact on classroom practice

- **newsletters, emails, online communication** with educators to further develop and enhance knowledge in order to improve practice

- **meeting notes** with university staff to provide feedback on pre-service teachers

- **professional learning forums designed and delivered** for pre-service teachers to expand their repertoire of instructional strategies to meet the learning needs of students

- **evidence of the impact of post graduate study** that builds knowledge and enhances practice

- **workshop documentation** that references content and processes used to engage and support colleagues to improve their practice

- **evidence of strategies** used to disseminate and engage colleagues with educational research, journal articles, resources and literature

- **other**

6.3 Engage with colleagues and improve practice

STANDARD 6
Engage in professional learning

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.

Examples of evidence

- **minutes of professional learning committee meetings** that reference leading role in the development of the school's professional learning annual plan

- **participation in online discussions,** online courses, blogs and other virtual professional learning communities with other educators

- **records of engagement** in regular constructive discussion with colleagues including feedback aimed at supporting improvement in professional practice

- **documented reflection on practice** arising from professional discussions with a colleague(s)

- **team teaching** reflections from colleagues

- **professional learning** designed and delivered to colleagues based on teacher survey feedback and student learning needs

- **conference presentations** presented to external audience and school colleagues

- **school action research strategy** designed and implemented with colleagues to address identified gaps in student learning

- **grade level/discipline based team projects initiated** to improve classroom practice and student learning

- **professional learning forums** designed and delivered for network schools

- **other**

6.4 Apply professional learning and improve student learning

Descriptor

Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

- **professional learning plan** that shows selected professional development courses and other professional learning activities that are based on identified student learning needs

- **student assessment** that has informed the choice of professional learning sourced and undertaken within the school

- **professional reading** initiated and implemented with colleagues showing reading undertaken that addresses identified student learning needs

- **school action research strategy** initiated and undertaken to address identified student learning needs with a focus on improved teacher practice

- **video clip of lesson** showing modelling of strategies for colleagues that have been learned through engagement in professional learning

- **professional learning survey** developed for colleagues to improve the design and delivery of professional learning that impacts on practice

- **meeting notes** that reference discussions with colleagues who have engaged in external professional learning to determine their effectiveness and applicability to the local school context

- **professional learning forum** designed and delivered for colleagues to build their understanding of how people learn most effectively

- **system initiative proposal/application** initiated and designed with colleagues to access resources/expertise to improve teacher practice and student outcomes

- **professional learning forums** designed and implemented to showcase professional learning undertaken by colleagues that has impacted on their practice

- **other**

STANDARD 6
Engage in professional learning

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

7.1 Meet professional ethics and responsibilities

Descriptor

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

Examples of evidence

- **meeting records, emails and other communications** with colleagues that demonstrate expectations and understanding of mandatory reporting requirements

- **teaching and learning programs,** lesson plans, teaching materials and/or assessments shared with colleagues that demonstrate appropriate credit given to sources, including colleagues, websites, books and/or journal articles

- **notes or other communications** which show permission being sought from students and/or colleagues for the use of their intellectual property where required

- **records** of successful completion of mandated training programs

- **training programs** initiated and overseen for colleagues to ensure compliance with professional responsibilities

- **induction resources/program** designed and delivered for new colleagues transitioning into the school

- **mentoring reflections** that reference work undertaken with staff members to develop protocols for team meetings

- **staff meeting notes** that reference leading discussions about professional interactions with parents/carers

- **other**

7.2 Comply with legislative, administrative and organisational requirements

Descriptor

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

Examples of evidence

- **meeting records, emails and other communications** with colleagues that demonstrate expectations and an understanding of mandatory reporting requirements

- **teaching and learning programs and/or lesson plans** that reference and embed mandatory policy documents

- **classroom behaviour policy** developed and implemented that demonstrates the implementation of school and system policies and procedures

- **professional learning** designed and delivered for colleagues in regard to relevant legislative, administration, organisational and professional requirements and teacher accountability

- **communication** that shows compliance with relevant legislative, administrative, organisational and professional requirements

- **performance review** documentation that demonstrates compliance with all polices and requirements

- **professional learning** designed and delivered for colleagues to develop their understanding of legislation and mandatory policies

- **school policy** developed and implemented in accordance with system requirements, policy and legislation

- **training programs** initiated and overseen for colleagues to ensure compliance with professional responsibilities

- **other**

7.3 Engage with the parents/carers

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.

Examples of evidence

- **written reports and records** of student progress, letters home and other communications with parents/carers that demonstrate respect and collaboration regarding their child's learning and well-being

- **staff meeting notes** that highlight leading role in developing strategies to engage parents/carers in student learning

- **planning documents** developed with colleagues for meetings with parents/carers

- **notes from observations** by supervisor/mentor to show the teacher establishes and maintains respectful collaborative relationships with all stakeholders

- **record of examples** that demonstrate active parent/carer contributions to homework sheets, lesson activities, class newsletters and parent-teacher meetings

- **parent meeting notes** that reference the information provided to parents at the start of the year about teaching and learning programs

- **parent membership** initiated of key committees and groups within the school to influence and inform policy and practice

- **professional learning forums** designed for colleagues that utilises the expertise of parents about student learning, engagement and motivation

- **resources/materials** provided to parents to support their understanding of their child's learning and development

- **other**

7.4 Engage with professional teaching networks and broader communities

Descriptor

Take a leadership role in professional and community networks and support the involvement of colleagues in external opportunities.

Examples of evidence

- **records of professional networking meetings** with reflections that show how knowledge has been enhanced and/or practice has been improved and shared with colleagues

- **online professional or community network records** that show active participation and leadership role in broadening knowledge and understanding of professional practice

- **records** that show participation in and presentations to professional forums, conferences or workshops to broaden knowledge and improve practice of peers and external colleagues

- **record of activities** or leadership roles undertaken in a professional network

- **articles, papers** written for professional associations/journals

- **professional learning** designed and delivered for colleagues within the network/cluster

- **record of engagement** and work with community groups to enhance student learning outcomes

- **proposals/applications** developed with community groups to support identified student needs

- **network proposal** that references work undertaken and leadership role across schools to improve teacher practice and student learning

- **other**

Tools and templates

Evidence mapping to descriptors: Lead career stage

STANDARD 1: Know students and how they learn	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
1.1 **Lead colleagues to select** and **develop t**eaching strategies to **improve student learning using** the physical, social and intellectual development and characteristics of students.										
1.2 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.										
1.3 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 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 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 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.										

STANDARD 2: Know the content and how to teach it	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
2.1 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 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.										
2.3 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.										
2.4 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 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 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.										

STANDARD 3: Plan for and implement effective teaching and learning	Evidence Set or Artefact **1**	Evidence Set or Artefact **2**	Evidence Set or Artefact **3**	Evidence Set or Artefact **4**	Evidence Set or Artefact **5**	Evidence Set or Artefact **6**	Evidence Set or Artefact **7**	Evidence Set or Artefact **8**	Evidence Set or Artefact **9**	Evidence Set or Artefact **10**
3.1 Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.										
3.2 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 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 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 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 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 Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.										

STANDARD 4: Create and maintain supportive and safe learning environments	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
4.1 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 Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.										
4.3 Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.										
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 Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.										

STANDARD 5: Assess, provide feedback and report on student learning	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
5.1 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 Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.										
5.3 Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.										
5.4 Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.										
5.5 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.										

STANDARD 6: Assess, provide feedback and report on student learning	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
6.1 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 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.										
6.3 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 Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.										

STANDARD 7: Engage professionally with colleagues, parents/carers and the community	Evidence Set or Artefact 1	Evidence Set or Artefact 2	Evidence Set or Artefact 3	Evidence Set or Artefact 4	Evidence Set or Artefact 5	Evidence Set or Artefact 6	Evidence Set or Artefact 7	Evidence Set or Artefact 8	Evidence Set or Artefact 9	Evidence Set or Artefact 10
7.1 Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.										
7.2 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 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 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.										

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