

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

Northern Territory Edition

To be used with the *HALT Policy NT*, *Guide to Certification of Highly Accomplished and Lead Teachers NT Edition* and *Evidence Guide: National Certification for Highly Accomplished and Lead Teachers NT Edition* approved by Teacher Registration Board of the Northern Territory

This Guide is based on the *Certification of Highly Accomplished and Lead Teachers in Australia*, endorsed by the Education Council (formerly the Standing Council on School Education and Early Childhood) on 20 April 2012, and provides elaboration on the renewal of certification process to support all personnel involved.

The Australian Institute for Teaching and School Leadership (AITSL) consulted with the Certifying Authorities Network to develop the nationally consistent approach to the renewal of certification.

The Australian Institute for Teaching and School Leadership was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

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The Guide to Renewal of Certification provides information and support for those involved in the renewal of certification process: applicants, certifying authorities, principals and referees.

01 Renewal of certification

Certification at the Highly Accomplished and Lead career stages of the *Australian Professional Standards for Teachers* (the Standards) is granted for a fixed period of five years¹. Teachers intending to maintain their national certification **must apply** for renewal of certification according to the processes outlined in this Guide.

This Guide provides information and support for those involved in the renewal of certification process: applicants, certifying authorities, principals and referees.

This Guide should be used with reference to:

- *Certification of Highly Accomplished and Lead Teachers in Australia*
- *Australian Professional Standards for Teachers*
- *Classroom Practice Continuum*
- *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia*
- *Certification documentary evidence supplement: Highly Accomplished teachers*
- *Certification documentary evidence supplement: Lead teachers*
- *Australian Teacher Performance and Development Framework*
- Relevant state/territory requirements.

Certified teachers are able to renew their certification status every five years provided they continue to meet the renewal requirements. Certification and renewal processes may be subject to review as a result of ongoing monitoring of the national certification process.

Purpose

Renewal of national certification is a process for demonstrating continued professional growth that has focused on increased student learning, supported by evidence.

Renewal is part of the quality assurance mechanisms within the national certification process. These mechanisms are essential to ensure a rigorous, valid and credible evaluation of an applicant's teaching practice. The purpose of the renewal of certification process is to verify an applicant's ongoing demonstration of practice at the Highly Accomplished or Lead career stage.

As part of the renewal of certification, the certifying authority may request release of information from other certifying authorities.

1. AITSL 2012, Certification of Highly Accomplished and Lead Teachers in Australia, Education Services Australia, Carlton South, viewed April 2015, <http://www.aitsl.edu.au/docs/default-source/default-document-library/certification_of_highly_accomplished_and_lead_teachers_-_principles_and_processes_-_april_2012_file.pdf>.

Australian Professional Standards for Teachers

The *Australian Professional Standards for Teachers* are 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, which results in improved educational outcomes for students. The Standards do this by providing a framework that makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public (Appendix B).

The Standards are organised into four career stages and guide the preparation, support and development of teachers. The Graduate Standards underpin the accreditation of initial teacher education programs and the Proficient Standards underpin processes for full registration. The Standards at the career stages of Highly Accomplished and Lead are the basis for national certification.

Highly Accomplished teachers

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

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

They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

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

They behave ethically at all times. Their interpersonal and presentation skills are highly developed.

Lead teachers

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. 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 pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

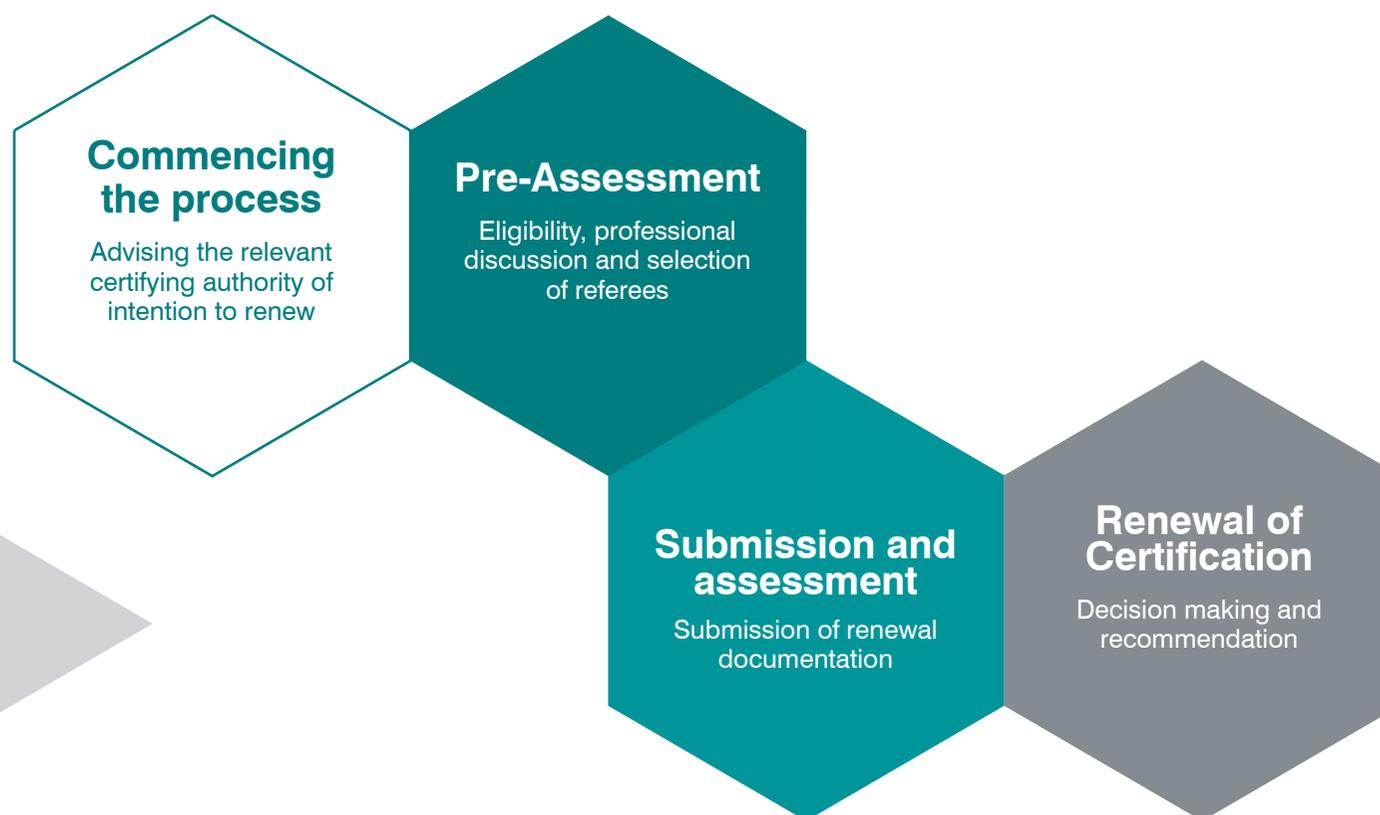
Lead teachers apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues 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 teaching and learning.

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

02 Renewal of certification process

Each of the elements below are described in the relevant section of the Guide on pages 6 to12.



Commencing the process

Advising the relevant certifying authority of intention to renew

Applicants to contact their certifying authority twelve months prior to expiration of their certification. It is the applicant's sole responsibility to manage their own HALT Renewal journey.

Nationally certified teachers are required to contact their relevant certifying authority twelve months prior to expiration of their certification to indicate whether they intend to renew².

Where possible, certifying authorities will also contact nationally certified teachers eligible for renewal up to six months prior to expiration of the applicant's certification to confirm their intention to renew.

Certification renewal is premised on being responsive to the circumstance of the individual applicants e.g in terms of any substantial leave or other arrangements that may have occurred in the five year period since certification was awarded.

In extenuating circumstances, assessed on a case by case basis, nationally certified teachers have up to six months after the expiration of their current certification to complete the renewal process and be granted renewal of certification. If the process is not completed in this time, the certifying authority will notify the teacher, and any other relevant bodies, of the expiration of the teacher's certification.

In the event a teacher is awarded an extension or is on extended leave, for example maternity leave, the impact on national certification status will be consistent with existing registration and/or employment arrangements within the jurisdiction.

In cases where industrial agreements and/or remuneration are linked to national certification, the applicant must contact their employing authority to access information specific to their jurisdiction and/or sector.



Information to support the renewal of certification process specific to states/territories may be available. Applicants are encouraged to refer to information from their relevant certifying authority.

Certified teachers are eligible to renew their certification at the career stage at which they were originally certified.

Teachers certified at the Highly Accomplished career stage are encouraged to consider undertaking the national certification process at the Lead career stage, if relevant.

² Contact details of certifying authorities can be accessed at the AITSL website.

Pre-Assessment

Eligibility, professional discussion and selection of referees

Prior to commencing their renewal of certification application, teachers determine their eligibility to apply.

Upon notification from TRB NT, teachers must complete the *Intention for Renewal of National Certification* form.

Eligibility requirements

To be eligible to apply for renewal of certification, an applicant must:

- have been nationally certified as a Highly Accomplished or Lead teacher for the previous five year period
- have met legislative requirements to be fully registered in their jurisdiction, including the requirements for professional practice and professional learning³
- have continued to receive satisfactory annual performance assessments in the previous five years⁴
- meet the authentic teaching role requirement as described opposite. NT teachers are required to be in classroom teacher roles for a minimum of four years during the certification period⁶

Annual performance assessments

Annual performance assessments should be based on the essential elements of the *Australian Teacher Performance and Development Framework* and conducted using school/system processes. They are not required in a specific format. In circumstances where teachers have not received an assessment, the referees will provide verification of past satisfactory performance.

Teaching requirements

An applicant must have an authentic role in a classroom situation⁵ where they are responsible for an ongoing teaching program, assessment and reporting of students over a period of time.

There is no requirement for a specified number of hours or teaching load.

Providing an applicant can demonstrate all Standards through an ongoing teaching role with students in a classroom situation, renewal of certification is available to individuals in a range of roles including school support professionals, regional support officers, consultants and advisory teachers and those in equivalent roles who work with students. However, holding a position such as this is not a guarantee that an application for renewal of certification will be successful.

3. In accordance with the regulatory regimes in individual jurisdictions. In New South Wales full registration is *Proficient Teacher Accreditation*. Some teachers in NSW are currently not required to be accredited, and these teachers are not excluded from this certification process if they meet the other eligibility requirements. Following amendments to the *Teacher Accreditation ACT 2004*, all teachers in NSW are required to be accredited as of Day 1, Term 1, 2018.
4. Annual performance assessments should be based on the essential elements of the *Australian Teacher Performance and Development Framework* and conducted using school/system processes. They are not required in a specific format. In circumstances where teachers have not received an assessment, the referees will provide verification of past satisfactory performance.
5. "Classroom situation" is intended as a broad and inclusive term and does not refer solely to a mainstream school classroom. For example teaching students in early childhood settings, distance education, and hospital schools, and the many other settings and situations in which the teaching of students (P-12) occurs.
6. There may be jurisdictional variations around the number of years required to meet the authentic teaching role requirement.

Discussion with principal

It is recommended that an applicant discuss their intention to apply for renewal of certification with their principal/supervisor or delegate, as nominated by the principal/supervisor. Whilst this is not mandatory, it is recommended as the principal/supervisor or delegate will be contacted as a referee during assessment.

Selection of referees

An applicant is required to provide details of three to five referees, including their current principal/supervisor or delegate, as nominated by the principal/supervisor, as part of their application.

In selecting referees, an applicant should be mindful that, collectively, the referees will need to be able to attest to the applicant's currency of knowledge and depth of practice across the previous five year period. At the Lead career stage, at least one of the nominated referees must have knowledge of the school Lead initiative/s led by the applicant. The referees must have direct knowledge of the applicant's professional practice.

Submission and assessment

Submission of renewal documentation

The renewal of certification documentation consists of two written statements and the details of three to five referees.

Submission of renewal documentation

An applicant is required to submit the following:

- professional practice written statement
- professional learning written statement
- the details of three to five referees, including the current principal/supervisor or delegate, as nominated by the principal/supervisor.
- each statement (professional practice and professional engagement) requires a minimum of three pieces of supporting evidence (maximum of five pieces).

Information to support the renewal of certification process specific to states/territories may be available. Applicants are encouraged to refer to information from their relevant certifying authority.

Written statements

The information presented in the professional practice and professional learning statements must be drawn from the previous five year period and be authentic, verifiable, robust, and demonstrate the impact of the applicant's teaching practice on student outcomes and colleagues.

The written statements will use the language of the *Australian Professional Standards for Teachers* at the relevant career stage, and cite examples of evidence where appropriate.

Professional practice statement

The professional practice statement will describe how an applicant's practice, at the relevant career stage, has continued to align with each of the Standards in the previous five year period.

The professional practice statement will include:

- an overview of the context and background of the applicant's practice
- **at least three** detailed written examples of the applicant's practice that demonstrate the impact of their practice on student outcomes and the practice of colleagues with supporting evidence. This will include reference to Lead initiatives undertaken in the previous five year period for renewal of certification at the Lead career stage. The individual contribution of the applicant in the examples should be made explicit.

The professional practice statement should be no more than 1500-3500 words.

Professional learning statement

The professional learning statement will describe how an applicant's practice at the relevant career stage has been informed and improved by professional learning in the five year period since certification was awarded.

The professional learning statement is not intended to be a record of professional learning. Rather, it should be a reflection by the applicant on the professional learning undertaken and its impact with supporting evidence on their practice.

This reflection will need to include:

- a rationale for this selection of professional learning in relation to identified areas of improvement from the Descriptors at the career stage the applicant was certified at
- the nature of the professional learning undertaken, designed and/or delivered, by the applicant
- how the applicant has used the knowledge gained through the professional learning to improve student outcomes
- how the applicant has used the knowledge gained through the professional learning to increase the capacity of colleagues and/or contribute to the broader teaching profession e.g. networks, hubs, clusters, professional associations, including who was involved and how they were involved; for applicants at the Lead career stage this will include examples of how they progressed school and system priorities
- how the applicant evaluated (or will evaluate) the impact of the professional learning on their practice, the practice of their colleagues, and on student outcomes
- the focus of subsequent professional learning and how this extends the learning described above.

The professional learning statement should be no more than 1500-3500 words.

Referees

An applicant is required to submit the contact details of three to five referees, including the current principal/supervisor or delegate, as nominated by the principal/supervisor, to:

- support and attest to the accuracy of the written statements
- make comment on the applicant's ongoing performance against the Standards.

Collectively, the referees will need to be able to verify to the applicant's currency of knowledge and depth of practice across the previous five year period. At the Lead career stage, at least one of the nominated referees must have knowledge of the Lead initiative/s led by the applicant.

An applicant may wish to provide referees with information to support this process.

Jurisdictions may require all nominated referees to provide comment or submit written statements.



Information to support the renewal of certification process specific to states/territories may be available. Applicants are encouraged to refer to information from their relevant certifying authority.

Assessment

An application for renewal of certification will be independently assessed by an assessor trained under the national Assessor Training Program. The assessor will be external to the applicant's school or setting, and will be appointed by the relevant certifying authority.

The assessor will:

- assess the applicant's written statements
- seek comment from at least two of the listed referees, including the current principal/supervisor or delegate, as nominated by the principal/supervisor, and document the outcome of the discussion
- make a recommendation in writing to the certifying authority on the application for renewal of certification.
- a stage 2 process (School Site visit) may be requested for complex submissions/contexts

As per Stage 1 process, two assessors will be allocated to a renewal assessment. If the assessors are unable to make an assessment decision, they may contact the applicant and/or referee/s to seek clarification on the documentation submitted. In addition, a third assessor (moderator) may be nominated by the certifying authority to reassess the application. In this instance, the assessors and the moderator will confer on the application to come to an assessment decision.

Renewal of Certification

Decision making and recommendation

Consistent with the national certification process, the decision on renewal of certification rests with the relevant certifying authority. This decision will be based on the application meeting the requirements of the renewal process and the recommendation by the assessor.

Renewal of certification decision

The certifying authority will endorse or decline the recommendation by the assessor and will notify the applicant of the outcome. On confirming a recommendation in favour of certification, the certifying authority will formally renew the teacher's certification for a period of five years.

In the event that renewal of certification is not granted, the certifying authority will notify the teacher and any other relevant bodies, including their employer, of the cessation of certification.

In order to conform to the managerial, administrative and legal processes of the jurisdiction or employing authority, and on the proviso that all elements of the common national process are adhered to, a jurisdiction may locate the final decision on renewal of certification with a specified person or persons. The decision maker will fully consider the advice of the external assessor and will undertake all the final decision making steps required by the common national process.

The certifying authority will provide successful and unsuccessful applicants with a report of their assessment against the Standards and notification of the recommendation. This report will provide detail regarding strengths and what areas require further improvement.



Information to support the renewal of certification process specific to states/territories may be available. Applicants are encouraged to refer to information from their relevant certifying authority.

Appeals

Appeals will be made available according to the legislation and processes existing in the jurisdiction where the decision is made. Please refer to the Teacher Registration Board NT Policy: Certification of Highly Accomplished and Lead Teachers.



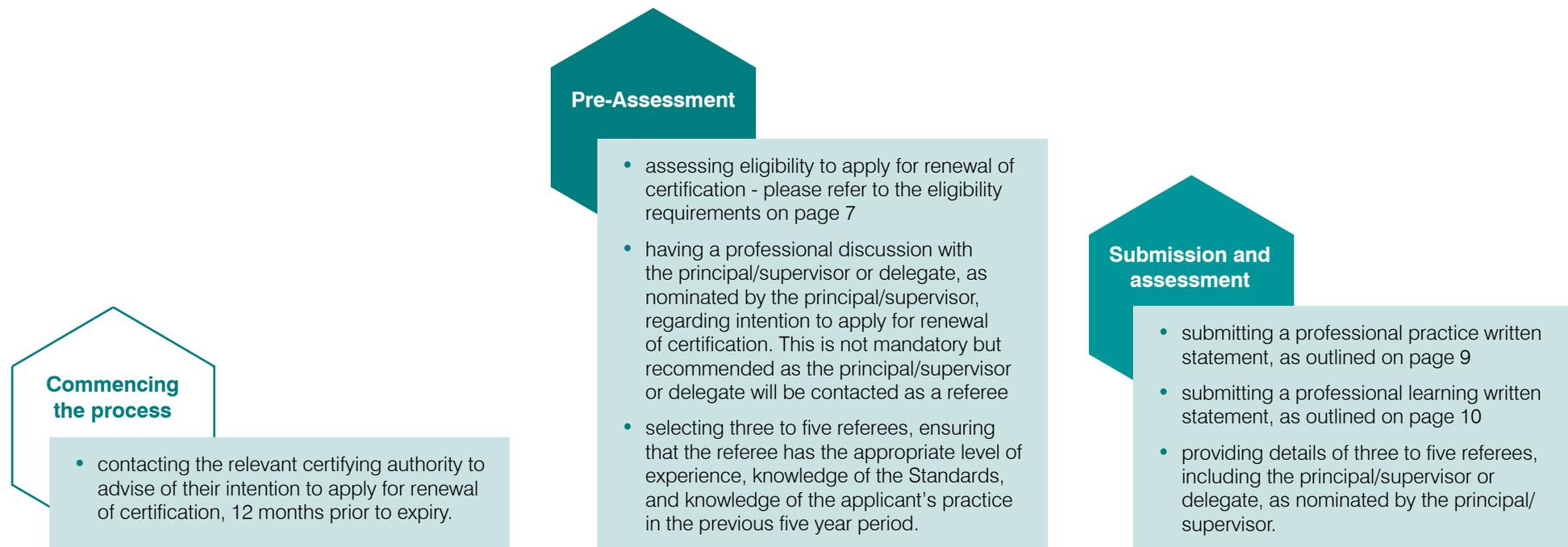
Information to support the renewal of certification process specific to states/territories may be available. Applicants are encouraged to refer to information from their relevant certifying authority.

03 Roles and responsibilities

The renewal of certification process involves a number of defined roles and responsibilities as outlined below.

Applicant

The responsibility in applying for renewal of national certification lies solely with the applicant.



Assessor

Two assessors are involved in the renewal of certification process. If the assessors cannot reach a decision, then third assessor (moderator) will become involved in the process.

Assessment

- completing an individual and independent assessment of the documentation submitted by the applicant against the Standards at the relevant career stage
- contacting at least two referees to support and attest to the accuracy of the applicant's written statements and seeking comment on the applicant's ongoing performance against the Standards
- contacting the applicant to seek clarification on the application, if required
- making a recommendation in writing to the certifying authority on the application for renewal of certification.
- a Stage 2 (school Site visit) may be requested during the renewal process

Principal

The principal will be available for a professional discussion with the applicant as part of their pre-assessment process and will also be a referee for the applicant.

There will be situations where a principal or equivalent is not available to fulfil the role outlined in this process. In these cases, the principal/supervisor may delegate their responsibilities to an equivalent member of the senior leadership team of the school/setting who has significant knowledge of the applicant's practice.

In cases where an applicant is a teaching principal the applicant should seek support from a senior person who is in a position to comment authoritatively on their teaching.

Pre-Assessment

- being available for a professional discussion with the applicant regarding their intention to apply for renewal of certification.

Assessment

- acting as a referee to support and attest to the accuracy of the applicant's written statements and make comment on the applicant's performance against the Standards.

Referees

Referees will have direct knowledge of the applicant's practice and the evidence cited against nominated Standards/Descriptors. Referees may include but are not limited to classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff, and must include the principal/supervisor or delegate, as nominated by the principal/supervisor.

Assessment

- supporting and attesting to the accuracy of the applicant's written statements
- making comment on the applicant's performance against the Standards.

Certifying authority

In each participating jurisdiction, there are one or more bodies managing the certification and renewal of certification processes referred to as the *certifying authority*. The certifying authority/authorities are responsible for implementing and managing the national certification process in that jurisdiction. The state/territory certifying authority is the first point of call for all interested parties.

Within the renewal of certification process, certifying authorities are responsible for:

- conducting information sessions for teachers applying for renewal of certification
- disseminating information and making guides available to applicants
- receiving applications for renewal of certification and ensuring an applicant meets eligibility criteria
- nominating an external assessor to each application
- releasing information if requested from other certifying authorities for applicants applying for renewal of certification
- conducting the Assessor Training Program for assessors and jurisdictional officers
- maintaining a jurisdictional database of applicants who have applied for renewal of certification, and those that have had their certification renewed and at which career stage
- providing renewal of certification summary data to AITSL annually
- participating in quality assurance and review processes to support national consistency
- reporting to AITSL on implementation of the nationally consistent processes for renewal of certification.

Decision making

- endorsing/declining the recommendation of the external assessor based on the assessment of the applicant
- providing successful and unsuccessful applicants with a report of their assessment against the Standards and notification of the outcome for unsuccessful applicants. This report will provide detail regarding strengths and what areas require further improvement
- formally renewing the certification of successful applicants
- notifying other relevant bodies of the outcome of renewal of certification applications
- enabling appeals according to the legislation and processes existing in the jurisdiction where the decision is made
- convening new assessment processes where an appeal is upheld
- organising or participating in appeals processes.



Information to support the renewal of certification process specific to states/territories may be available. Applicants are encouraged to refer to information from their relevant certifying authority.

Australian Institute for Teaching and School Leadership

Within the renewal of certification process, AITSL is responsible for:

- establishing, reviewing and maintaining the *Australian Professional Standards for Teachers*; and facilitating nationally agreed processes for the renewal and supplementary materials.
- providing support materials for nationally consistent training of assessors and jurisdictional officers
- maintaining summary data on the renewal of certification of Highly Accomplished and Lead teachers and providing this to the Australian Government Department of Education and Training (DET)
- facilitate the review of all aspects of nationally consistent certification and working with jurisdictions to implement improvements
- reporting annually to the Education Council on the implementation of nationally consistent processes for the renewal of certification of Highly Accomplished and Lead teachers.

04 Glossary

Annual performance assessment

Annual performance assessments should be based on the essential elements of the Australian Teacher Performance and Development Framework and conducted using school/system processes. They are not required in a specific format. In circumstances where teachers have not received an assessment, the referees will provide verification of past satisfactory performance. Refer to the Northern Territory's Highly Accomplished and Lead Teacher Policy.

Applicant

In relation to the renewal of certification, an applicant is a teacher currently certified at the Highly Accomplished or Lead career stage through the national certification process and due to renew their certification.

Assessor

The individual nominated by the certifying authority to undertake an assessment of the renewal of certification application. The assessor is external to the school/setting of the applicant and is trained under the national Assessor Training Program.

Authentic teaching role

In relation to the national certification and renewal of certification processes, an authentic teaching role relates to the ability of an individual having to plan/program, deliver a differentiated program, assess and report to parents on student learning in a school setting in the Northern Territory (P-12). NB: Before applying please check with the Teacher Registration Board on your eligibility to apply.

Certifying authority

In each participating jurisdiction, there are one or more bodies managing the certification process referred to as the *certifying authority*. The certifying authority is responsible for implementing and managing the national certification and renewal of certification processes in their jurisdiction.

Delegate

The delegate is to be nominated by the principal/supervisor. May be the Deputy/Assistant Principal or equivalent member of the senior leadership team of the school/setting who have significant knowledge of the applicant's practice.

Full registration

Full registration is achieved when a teacher has met the Proficient career stage of the Australian Professional Standards for Teachers and all other requirements for teacher registration, in accordance with the regulatory regimes in individual jurisdictions. In New South Wales full registration is Proficient Teacher Accreditation.

Some teachers in NSW are currently not required to be accredited, and these teachers are not excluded from this certification process if they meet the other eligibility requirements. Following amendments to the Teacher Accreditation ACT 2004, all teachers in NSW are required to be accredited as of Day 1, Term 1, 2018.

Portable

It is intended that certification will be portable, allowing teachers to maintain their status as a Highly Accomplished or Lead teacher if they move between participating jurisdictions and sectors. This does not mean that any industrial arrangements attached to certification, such as a particular rate of pay, are automatically transferable. The way in which certified teachers are recognised or rewarded is an employment matter.

Principal

A principal is the person designated by the employing authority as being primarily responsible for the overall control and administration of the school. 'Principal' in this document also includes the equivalent position to principal in early childhood and other settings.

There will be situations where a principal or equivalent is not available to fulfil the role outlined in this process. In these cases, the principal/supervisor may delegate their responsibilities to an equivalent member of the senior leadership team of the school/setting who has significant knowledge of the applicant's practice.

In cases where an applicant is a teaching principal the applicant should seek support from a senior person who is in a position to comment authoritatively on the applicant's teaching.

Referees

Referees may include, but are not limited to, classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff. Referees must have direct knowledge of the applicant's professional practice and will need to be able to attest to the applicant's currency of knowledge and depth of practice across the previous five year period.

School

School is used inclusively to refer to Australian primary and secondary schools, and other educational settings where teacher registration applies.

Setting

Setting is used inclusively to refer to early childhood provision, including long day care and preschools and kindergarten, as well as other settings where teachers work. Certified teachers working in these settings who wish to apply for renewal of certification must hold full registration and meet the 'authentic teaching role' requirement for certification.

Student outcomes

Within the national certification process and renewal processes, student outcomes are broadly defined and include learning, engagement in learning and wellbeing.

Summary data

Data that will be collected and available to certifying authorities, AITSL and reported to the Australian Government Department of Education and Training (DET). This data may include, but is not limited to: name, gender, work location, certification decision, career stage applied/achieved and year of certification/renewal of certification. Certifying authorities may choose to collect more detailed data to allow for an in-depth analysis.

Supervisor

The person taking responsibility for day-to-day management of the teacher and assessing their performance. Supervisor includes the equivalent position to principal in early childhood settings. There will be situations where a supervisor is not available to fulfil the role outlined in this process, for example in the case where an applicant's supervisor is the manager of a centre and does not have an education background. In this situation, the applicant should seek support from a senior person who is in a position to comment authoritatively on the applicant's teaching.

Written statement

The written statements, along with the details of the three to five referees, comprises the documentation that forms the application to certification.

05 Appendix A: Applicant checklist

Activity	Page of the Guide	Optional or required
<input type="checkbox"/> Contact your relevant certifying authority 12 months prior to expiration of your certification to indicate whether you intend to renew your certification. The contact details of certifying authorities can be found on the AITSL website.	Page 6	Required
<input type="checkbox"/> Check your eligibility to apply for renewal of certification. To be eligible, you must: <ul style="list-style-type: none"> • have been nationally certified as a Highly Accomplished or Lead teacher through the national certification process for the previous five year period • have met legislative requirements to be fully registered in your jurisdiction, including the requirements for professional practice and professional learning • have continued to receive satisfactory annual performance assessments for the previous five years • meet the authentic teaching role requirement as described on p 7 and 17. 	Page 7	Required
<input type="checkbox"/> Have a professional conversation with your principal/supervisor or delegate, as nominated by the principal/supervisor, to discuss your intention to apply for renewal of certification.	Page 8	Optional
<input type="checkbox"/> Identify three to five referees who can collectively attest to the currency of your knowledge and depth of practice across the previous five year period.	Page 8	Required
<input type="checkbox"/> Prepare your professional practice and professional learning written statements. Details in the Guide and each statement should not exceed 1500-3500 words	Page 9-10	Required
<input type="checkbox"/> Submit your renewal of certification documentation to your relevant certifying authority. This will include: <ul style="list-style-type: none"> • professional practice statement with a minimum of three evidence pieces • professional learning statement with a minimum of three evidence pieces • details of three to five referees. 	Page 9-10	Required
<input type="checkbox"/> Provide your referees with information on the written statements and the areas they may be asked to provide comment.	Page 10	Optional

06 Appendix B: Australian Professional Standards for Teachers

Standard 1

Know students and how they learn

Descriptor at career stage		
Focus area	Highly Accomplished	Lead
1.1 Physical, social and intellectual development and characteristics of students	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	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 Understand how students learn	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	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 Strategies for teaching Aboriginal and Torres Strait Islander students	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	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 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.	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 Strategies to support full participation of students with disability	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	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 content and how to teach it

Descriptor at career stage		
Focus area	Highly Accomplished	Lead
2.1 Content and teaching strategies of the teaching area	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	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 Content selection and organisation	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.
2.3 Curriculum, assessment and reporting	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	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 Literacy and numeracy strategies	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	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 Information and Communication Technology (ICT)	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	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

Focus area	Descriptor at career stage	
	Highly Accomplished	Lead
3.1 Establish challenging learning goals	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
3.2 Plan, structure and sequence learning programs	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	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 Use teaching strategies	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	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 Select and use resources	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	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 Use effective classroom communication	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	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 Evaluate and improve teaching programs	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	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 Engage parents/carers in the educative process	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	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

Descriptor at career stage		
Focus area	Highly Accomplished	Lead
4.1 Support student participation	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	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 Manage classroom activities	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
4.3 Manage challenging behaviour	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.
4.4 Maintain student safety	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	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.
4.5 Use ICT safely, responsibly and ethically	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	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

Descriptor at career stage		
Focus area	Highly Accomplished	Lead
5.1 Assess student learning	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	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 Provide feedback to students on their learning	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
5.3 Make consistent and comparable judgements	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.
5.4 Interpret student data	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
5.5 Report on student achievement	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Standard 6

Engage in professional learning

Descriptor at career stage		
Focus area	Highly Accomplished	Lead
6.1 Identify and plan professional learning needs	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	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 Engage in professional learning and improve practice	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
6.3 Engage with colleagues and improve practice	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	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 Apply professional learning and improve student learning	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	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

Descriptor at career stage		
Focus area	Highly Accomplished	Lead
7.1 Meet professional ethics and responsibilities	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
7.2 Comply with legislative, administrative and organisational requirements	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	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 Engage with the parents/carers	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.	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 Engage with professional teaching networks and broader communities	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.



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