NSW *Institute of Teachers*

Evidence Guide for Professional Accomplishment

Support Document

NSW INSTITUTE OF TEACHERS

INTRODUCTION

This support document was developed by groups of practising teachers from a range of schools and teaching contexts across NSW. The suggested examples of evidence were included where there was a high degree of consensus as to their validity and accessibility.

This document should be considered together with the *Evidence Guide for Professional Accomplishment*, the *Policy and Procedures for the Accreditation of Teachers at Professional Accomplishment and Professional Leadership* and *Accreditation at Professional Accomplishment: Information for Candidates*.

Using this Support Document

This document describes the types of practices, behaviours and attitudes that are viewed as being representative of the work of teachers at the level of Professional Accomplishment. These practices, behaviours and attitudes are described for each of the Standards of the seven Elements of the Professional Teaching Standards.

The determining factor in accreditation at any level is the demonstration of achievement of the Professional Teaching Standards. That said, it is important to note that the ways in which achievement of the Standards can be demonstrated will always depend on the teacher's context. For example, teachers in specialist positions such as teacher-librarians, ESL teachers and support teachers would demonstrate their achievement of the Standards in a way that is different to that of most classroom teachers. A teacher at Professional Accomplishment will be a teacher who exhibits and shares their knowledge and practice, and models and demonstrates their expertise. This demonstration of skills will occur in a variety of ways ranging from face-to-face contact, to the use of print media and information technology.

The evidence in this guide is not definitive and it is important to note that the descriptions of evidence contained in this document are suggestions only. The examples provided are not exhaustive and teachers may well gather evidence from their work and from professional and school contexts not described in this guide. Teacher-generated evidence is valid.

The Professional Teaching Standards should not be interpreted and applied as a reductionist view of the complexity of teaching. A teacher's practice will always demonstrate combinations of Standards. Consequently, in compiling evidence teachers should bear in mind that individual items of evidence may support the demonstration of more than one Standard or a number of Standards across more than one Element.

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

Collecting Evidence

Candidates for accreditation at Professional Accomplishment will be working in a range of educational settings and the types of evidence that they collect will be a reflection of these settings.

The document also provides examples of evidence that would be readily available or observable that demonstrate that the teacher is at the level of Professional Accomplishment. This evidence is expected to stem from the teacher's normal day-to-day practice and will include:

- documentary evidence
- referee evidence
- observations

These sources of evidence are coded as D, R and O in this document. They are provided as a guide as to how the evidence would usually be provided, but a teacher may decide to provide evidence in a different way or from a different source to that suggested. However, evidence must come from these three different sources.

Documentary evidence may include such things as: excerpts from planning documents; written communications, emails, newsletters and notes; action/strategic plans; student work samples; transcripts, testamurs and certificates; evaluations, reports, papers and articles; ICT-based evidence.

Referee evidence is provided through written reports from people identified by the candidate, in accordance with the Institute's guidelines on referees. These people are able to help substantiate the teacher's claim for accreditation. Referees may include but are not limited to people such as classroom teachers, executive staff, principals, education consultants or advisors, specialist or itinerant staff, members of the community, teacher educators and representatives of external organisations. Referees complete and submit a written report.

Observations of a teacher's practice make a valuable contribution to the accreditation process. Structured observations by external observers provide an opportunity for an independent review of a teacher's practice and substantiation of their claims for accreditation.

Structured observations will be undertaken by external observers who are experienced teachers, trained and allocated by the Institute. Consultation will take place between the teacher, the teacher accreditation authority and the school so that the external observer can undertake a site visit and observe the teacher's practice. External observers will complete and submit a written report on their observations. A copy of the report is given to the teacher and to the Institute.

Application of the Standards

The Professional Teaching Standards at Professional Accomplishment articulate the link between the quality of a teacher's professional practice and student learning. Achievement of the Standards is demonstrated in the context of improving student learning and colleagues' professional learning and practice. This is realised through a focus on the teaching practice and on the content knowledge and skills of the teacher, and his/her contribution to other aspects of the school, especially in providing professional support to colleagues.

The Use of Student Assessment Data as Evidence

The Professional Teaching Standards describe the teaching practices that align with effective student learning. Achievement of the Standards is demonstrated in the context of improving student learning.

Providing evidence in the form of student outcomes data is not definitive evidence of effective teaching. Moreover, this form of evidence is not available for all circumstances for all students and is not always listed as an example of possible evidence in this guide. Where available, student outcomes data can be an important source of evidence of effective teaching that can and should be applied across the Standards with other evidence.

Content Knowledge

Accreditation at Professional Accomplishment is not a subject specific accreditation.

Effective teaching relies on deep content knowledge as well as affective processes. Evidence of deep content knowledge will vary according to context and in particular between primary and secondary schooling.

There are also some teaching roles in which content knowledge is general rather than specialised, or specialised in an area other than a subject or learning area. Evidence of deep content knowledge is not always listed specifically for each Standard because it applies across all Standards and because it can apply differently according to circumstances.

A teacher seeking accreditation at Professional Accomplishment will need to demonstrate expertise in the content of their subject(s) or Key Learning Areas, as well as the associated pedagogy.

ELEMENT 1
Teachers know their subject content and how to teach that content to their students

Standard 1.3.1 – Exhibit and share comprehensive knowledge of the content/discipline(s) with other teachers to develop exemplary, content-rich, teaching activities and programs.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Attending and contributing to professional development or further study focusing on subject content	D – Academic transcripts or testamurs relating to postgraduate study or formal training that the teacher has undertaken relating to the relevant subject/teaching area D – Documentation that demonstrates development of comprehensive knowledge of the content/discipline following attendance at professional development D – Abstracts of papers and professional articles that the teacher has shared with colleagues at school and in wider professional contexts including professional teaching association journals D – Documentation that describes the teacher's role in the delivery for others of professional development activities R – The teacher has participated in school-based curriculum leadership initiatives/planning R – The teacher works effectively with specialist personnel
▬ Communicating and collaborating with colleagues about the development of programs that: • incorporate knowledge of KLA content; • contain outcomes for students derived from sound assessment information; • provide multiple learning pathways into the content	D – Teaching and learning programs that comply with current and relevant syllabuses and Board of Studies documents and show all syllabus requirements D – Units of work that the teacher has devised, modified or adapted contain content-based lessons and demonstrate a deep knowledge of the subject/discipline O – The teacher's answers to questions from students and colleagues about subject content are clear and accurate D – The teacher develops programs for their KLA or stage or for a wider audience that consider outcomes, assessment strategies and differentiation of the content

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 1

Teachers know their subject content and how to teach that content to their students

Standard 1.3.1 – Exhibit and share comprehensive knowledge of the content/discipline(s) with other teachers to develop exemplary, content-rich, teaching activities and programs.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Demonstrating to colleagues the development of content-rich programs and teaching activities	R – The teacher's experience is shared to enhance the teaching practices of colleagues R – The teacher's content knowledge is shared to increase the depth of content in the teaching and learning programs and activities of others
▬ Planning programs that include real-world, authentic examples, where appropriate, and demonstrate relevance of knowledge to a variety of contexts	D – Learning activities and assessment tasks that are appropriate to the different learning needs of students at different stages of development D – Learning experiences that show direct links to syllabus outcomes and are deliberately selected to support a continuum of learning as indicated by assessment information D – Planning documents that include authentic, real-world experiences and relevant examples in order to increase students' depth of knowledge Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 1
Teachers know their subject content and how to teach that content to their students

Standard 1.3.2 – Mentor colleagues to ensure that classroom programs and teaching strategies are pedagogically sound and research-based.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Mentoring effectively by advising, assisting, informing and encouraging colleagues	R – The teacher establishes active mentoring relationships with colleagues
▬ Modelling effective teaching practice in a range of contexts	R – The teacher models to colleagues effective teaching practice that provides relevant learning experiences catering to the different learning needs of students
	D – Teaching and learning programs that reveal the use of a wide range of pedagogy that is appropriate to the subject content (such as connected lesson delivery, employing higher order thinking skills and leading students to interpreting and applying information)
▬ Initiating/participating in professional dialogue with colleagues about the effective delivery of lessons, and encouraging discussion and exploration of varied practices	R – The teacher articulates professional philosophy in own documents, discussions with colleagues and in educational publications
	O – The teacher actively participates in or coordinates professional dialogue in a range of contexts about current research
	R – The teacher encourages and supports colleagues to implement new strategies
	D – Documentation that describes the teacher's role in evaluating various teaching practices that are developed and undertaken in collaboration with colleagues
	D – Documentation that describes the teacher's role in sharing school-based best practice with others
	Other examples:
	▬
	▬
	▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 1
Teachers know their subject content and how to teach that content to their students

Standard 1.3.3 – Assist and advise on the implementation of contextually relevant, high quality teaching and learning programs and activities using expert knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Sharing and maintaining up-to-date knowledge of curriculum issues across, for example, school, system, sector or network	D – Documentation that describes how the teacher shares curriculum and assessment knowledge with others D – Curriculum resources such as teaching aids, resource lists, websites, books, task sheets developed by the teacher are disseminated to other teachers and/or centrally located or made available O – The teacher encourages professional dialogue that promotes collegiality and a shared focus on student learning R – The teacher is active in their involvement in professional development programs for colleagues in the school environment and/or professional networks

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 1
Teachers know their subject content and how to teach that content to their students

Standard 1.3.3 – Assist and advise on the implementation of contextually relevant, high quality teaching and learning programs and activities using expert knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Supporting colleagues and providing advice about teaching and learning programs and activities that: • include real-world, authentic examples/experiences • are relevant to the school context and aligned to syllabus requirements • maintain high expectations of student achievement	D – Documentation that demonstrates that student work samples reflect syllabus outcomes and how these are shared with colleagues to enhance their own teaching practice R – Appropriate resources and assessments are collaboratively developed and/or shared with others D – Documentation that describes how the teacher shares with others teaching and learning programs where all syllabus requirements are met (eg incorporate Stage outcomes and assessment records, ICT and literacy components) and where student achievement is recorded against outcomes D – Documentation that demonstrates how teaching and learning programs and lesson ideas developed by the teacher to support the diversity of students are shared with colleagues D – Documentation that shows how the results of assessment strategies that have been developed and regularly evaluated by the teacher are shared with others and used to further inform teaching Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

| **ELEMENT 1** |
| **Teachers know their subject content and how to teach that content to their students** |

Standard 1.3.4 – Exhibit and share current skills in the use of ICT in the classroom to meet syllabus outcomes in the following: Operational skills; Information technology skills; Software evaluation skills; Effective use of the internet; Pedagogical skills for classroom management.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Demonstrating and modelling effective classroom practice in operational skills, information technology skills, software evaluation skills, effective use of the internet, and creating a learning and classroom environment where students' operational, IT and software evaluation skills and skills in the effective use of the internet can develop	O – ICT skills are explicitly taught and integrated into lesson content and assessments so that it is a tool and not an end in itself O – Students have knowledge of and are effective users of ICT (eg can use appropriate technology for the purpose, use appropriate software and use subject-specific terminology) O/R – Students are provided with equitable access to technology in the classroom (within the availability of the school context) R – The teacher utilises students' ICT expertise in the classroom to enhance the learning of others D – Documentation that describes how the teacher models effective classroom practice in the use of ICT for other teachers through professional development activities
▬ Sharing exemplary and innovative electronic resources and processes with colleagues	D – Documentation that demonstrates that the teacher's planning documents are accessible by colleagues as appropriate through the school's, system's, network's or professional association's intranet R – The teacher shares electronic resources which are accessible by others as appropriate through the school's, system's, network's or professional association's intranet D – Documentation that demonstrates that student work samples highlight the teacher's innovative ICT practices and explicit ICT teaching and how these are shared with colleagues

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 1
Teachers know their subject content and how to teach that content to their students

Standard 1.3.4 – Exhibit and share current skills in the use of ICT in the classroom to meet syllabus outcomes in the following: Operational skills; Information technology skills; Software evaluation skills; Effective use of the internet; Pedagogical skills for classroom management.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Sharing with colleagues examples of the effective use of pedagogical skills that involve technology in teaching and learning programs to enhance individual student learning	D – Planning documents that demonstrate the integration of ICT D – Planning documents that reference appropriate and current ICT resources O – Students demonstrate an awareness of the ethical use of ICT to address plagiarism and inappropriate use of the Internet D – Documentation that demonstrates that evaluations of available software are undertaken by the teacher and promoted to enhance the teaching and learning programs of others Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2
Teachers know their students and how they learn

Standard 2.3.1 – Exhibit and share theoretical and practical knowledge of the effects of social, ethnic, cultural and religious background factors to meet the learning needs of all students.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Developing and implementing strategies to address the impact of social, ethnic, cultural and religious background-related issues on student achievement	D – Documentation that describes the teacher's role in appropriately sharing information on student backgrounds that assists teachers to understand their learning needs D – Planning documents that address the social, ethnic, cultural and religious background factors affecting students' learning D – Planning documents that reveal a curriculum that is differentiated where appropriate to accommodate local contexts and include culturally suitable resources
▬ Participating in the development and application of school-based policy to address social, ethnic, cultural and religious background-related issues in the local context	D – Documentation that confirms the teacher's contribution to the policy development process and/or application of policies to ensure policies meet changing local needs R – The teacher provides advice on policy decisions and policy adjustments to colleagues
▬ Participating in professional development to expand knowledge and awareness of social, ethnic, cultural and religious background-related issues and sharing knowledge gained with colleagues	D – Documentation that describes how information gained from relevant professional development is utilised in own teaching and shared with colleagues both formally and informally D – Documentation that describes the teacher's role in informing others of issues such as the impact of poverty, health, language and educational background on student learning

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2
Teachers know their students and how they learn

Standard 2.3.1 – Exhibit and share theoretical and practical knowledge of the effects of social, ethnic, cultural and religious background factors to meet the learning needs of all students.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Articulating sensitively relevant knowledge of social, ethnic, cultural and religious background-related issues with colleagues, parents and the community	R – The teacher arranges meetings with parents or community members to describe student learning and class programs (eg class information sessions with interpreter assistance as required) R – The teacher liaises effectively with appropriate support personnel (eg Community Liaison Officer, Aboriginal Education Assistant) Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

| ELEMENT 2 |
| Teachers know their students and how they learn |

Standard 2.3.2 – Exhibit and share theoretical and practical knowledge of typical stages of students' physical, social and intellectual development, as well as an awareness of exceptions to general patterns.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Contributing to school organisation to plan for and accommodate the specific physical, social and intellectual needs of students	D – Documentation that describes the teacher's contribution to meetings and other teams (eg the curriculum team, Learning Support Team, timetabling team, or Gifted and Talented committee)
▬ Sharing strategies for considering students' stages of development with colleagues and across faculties/ stages/ the wider profession	D – Documentation that describes the teacher's role in contributing to school policies, procedures or practices that pertain to the stages of student development R – The teacher contributes to professional discussions on stages of student development in schools, professional teaching associations and wider contexts R – The teacher engages with colleagues in different contexts (such as ED/BD classes) through networking and professional development
▬ Undertaking professional development to improve and update knowledge of typical stages of physical, social and intellectual development and sharing new learning with colleagues	R – The teacher shares information with colleagues on professional development that relates to the typical stages of student development undertaken by the teacher D – Planning documents that demonstrate the integration of knowledge of stages of student development gained from participation in professional development
▬ Developing innovative, challenging programs which are differentiated to meet the needs of all students with respect to physical, social and intellectual development	D – Planning documents that confirm the use of strategies to meet varying student needs D – Planning documents that confirm discussions and/or collaboration with specialist support staff to ensure that programs address the special learning needs of students

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2
Teachers know their students and how they learn

Standard 2.3.2 – Exhibit and share theoretical and practical knowledge of typical stages of students' physical, social and intellectual development, as well as an awareness of exceptions to general patterns.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Informing parents and caregivers of typical patterns of development and how these are reflected in curriculum practice within the school	D – Documentation that describes the teacher's role in initiating meetings, interviews and information sharing to inform parents of typical stages of student development and how these are addressed in a differentiated curriculum Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2
Teachers know their students and how they learn

Standard 2.3.3 – Share practical and theoretical knowledge of the different approaches to learning
to enhance learning outcomes.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Utilising experiences and working collaboratively with others to support the different approaches to learning of all students	D – Planning documents that demonstrate a variety of teaching strategies linked to specific student needs and interests are shared with colleagues D – Planning documents that demonstrate that the teacher recognises that student needs are affected by the specific context of teaching and learning R – The teacher's results of research into effective approaches for individual students or groups of students are shared with others
▬ Sharing practical and theoretical knowledge when participating in and contributing to special interest groups and teams	D – Documentation that confirms the sharing of knowledge of appropriate resources, successful teaching strategies and critical assessments of educational theories D – Documentation that describes the teacher's role in contributing to policy development and review
▬ Communicating and sharing with community organisations and other relevant external bodies to gain access to resources and services to support students' approaches to learning	R – The teacher shares with colleagues relevant information gained from participation in external groups or organisations D – Records of correspondence with external groups such as the local council, cultural groups, health centres, mental health groups, Aboriginal Education Consultative Group etc in relation to obtaining resources and services to support students

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2
Teachers know their students and how they learn

Standard 2.3.3 – Share practical and theoretical knowledge of the different approaches to learning
to enhance learning outcomes.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Undertaking professional development related to different approaches to learning and disseminating the knowledge gained	R – The teacher shares new knowledge gained from professional development on enhancing student learning outcomes D – Documentation that describes how the teacher undertakes and shares critiques of professional reading (with particular relevance to the local context) D – Documentation that describes the teacher's role in sharing summaries of knowledge derived from other organisations that promote learning (eg universities, professional networks, professional associations) Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2
Teachers know their students and how they learn

Standard 2.3.4 - Exhibit and facilitate the sharing of knowledge and understanding of the skills, interests and prior achievements of students and the impact of these factors on learning.	
Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Tracking progress of students and planning future learning on the basis of that information together with the skills and interests of the students	D – Planning documents and teaching activities show informed connections to students' skills, prior achievements and interests D – Planning documents that reveal differentiation based on information gained from internal and external assessments
▬ Sharing with and seeking from colleagues, appropriate information about students' skills, interests and prior achievements across and within stages/faculties to support learning	D – Planning documents that demonstrate implementation of information gained from meetings with in-school experts regarding factors that affect student learning e.g. specialist support staff, learning support teams R – The teacher organises and contributes to meetings with previous/receiving teachers that elicit and/or pass on information about specific students and how this should be catered for in programming R – The teacher shares relevant student information and related teaching strategies with other teachers to ensure student learning is enhanced
▬ Sharing assessment data and other information with relevant staff to ensure continuity of learning	D – Coordinated individual learning plans across a faculty or stage that reflect the contributions of the teacher D – Documentation that describes the teacher's role in using systems to record student assessment data and track progress and how this information is shared where appropriate (in accordance with relevant privacy considerations) Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2

Teachers know their students and how they learn

Standard 2.3.5 – As appropriate, provide informed advice and support to colleagues in the design of effective strategies for teaching:

Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Articulating/demonstrating to colleagues successful strategies arising from past or current experience for at least one of the groups of students	R – The teacher shares with colleagues information on teaching strategies found successful with at least one of the groups of students and provides guidance in their implementation O – The teacher demonstrates to others teaching strategies that have been found effective for students from at least one of the groups of students
▬ Directing colleagues to specific appropriate human and material resources that support effective learning for at least one of the groups of students	D – Documentation that describes how the teacher shares information on available resources suitable for at least one of the groups of students
▬ Distributing relevant information to colleagues about teaching strategies that are effective for at least one of the groups of students	D – Documentation that describes how the teacher shares with colleagues, in a variety of contexts, aspects of effective teaching of students from at least one of the groups of students D – Documentation that describes the teacher's role in participating in a collaborative response to government or system consultation on policy development
▬ Accessing specialists in the school/ community/ region/diocese/sector/state etc who can provide information on effective teaching strategies	D – Planning documents that demonstrate the use of information gained following meetings with specialist support staff and community groups on ensuring that teaching strategies are effective for students from targeted groups

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2
Teachers know their students and how they learn

Standard 2.3.5 – As appropriate, provide informed advice and support to colleagues in the design of effective strategies for teaching:

Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Supporting colleagues to work cooperatively with specialist support staff to ensure continuity of learning for targeted students	R – The teacher works collaboratively with specialist support staff to support the planning and delivery of effective teaching and learning programs for students from targeted groups D – Documentation that describes consultations with specialist support staff to ensure effective student learning R – The teacher shares with colleagues knowledge gained from working cooperatively with specialist support staff to meet the needs of specific students in order to support the teaching of these students by these colleagues
▬ Disseminating knowledge about the learning needs of students gained from undertaking professional development	R – The teacher shares information gained from participating in professional development that relates to meeting the learning needs of students from targeted groups D – Documentation that describes the teacher's role in presentations to and discussions with colleagues on the learning needs of students from targeted groups Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 2

Teachers know their students and how they learn

Standard 2.3.6 – Provide advice and support to colleagues to implement a range of literacy strategies to meet the needs of all students including:

Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Sharing effective literacy teaching practices and resources	D – Planning documents that contain evidence of explicit teaching of literacy within a subject/ stage context, across and within KLAs are made available to colleagues D – Documentation that describes how the teacher shares information to support other teachers in the implementation of literacy strategies
▬ Consulting with and utilising specialist groups/ networks to build knowledge about a range of literacy strategies that are effective for these groups of students and sharing this with colleagues	R – The teacher accesses specialist literacy support staff (eg literacy support staff, Aboriginal Education Assistant) to implement effective literacy strategies in the classroom and shares these strategies with colleagues
▬ Sharing effective literacy strategies in different subject contexts	O/R – The teacher models for colleagues specific literacy strategies for all students but particularly students from targeted groups D – Documentation that describes how evidence-based critiques of practices/programs/strategies are provided to colleagues
▬ Assessing and tracking progress of students to determine if the literacy strategies implemented are effective for the groups of students targeted and sharing findings with colleagues	D – Documentation that describes how records of students' progress, which demonstrate effectiveness of the literacy strategies employed, have been provided to colleagues D – Documentation that describes how evidence of assessing, diagnosing and responding to student improvement following implementation of specific literacy strategies is shared with colleagues Other examples: ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.1 - Set challenging learning goals for all students, and assist other teachers to develop and articulate clear and valuable learning goals.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Planning and delivering lessons based on challenging learning goals that enhance student achievement	D – Planning documents demonstrate explicit links between goals and sequenced steps, explicit skills, assessment tasks, student and teacher evaluation strategies O – Students are fully engaged in lessons and can articulate what and how they are to learn and how it will be assessed
▬ Contributing to planning meetings focussing on writing teaching and learning programs that include achievable yet challenging learning goals	R – The teacher provides valuable contributions to forums where teaching and learning programs are being reviewed to ensure they include challenging learning goals for students D – Documentation that describes the teacher's role in contributing to the writing and reviewing of teaching programs/units of work through their school, networks, professional teaching associations etc to ensure high expectations of students
▬ Using knowledge of student achievement, including student assessment data, beyond own classroom and using this information and knowledge to set challenging learning goals for all students	D – Documentation that describes how lesson evaluations that are based on mapping student achievement against syllabus outcomes and developed by the teacher are shared with colleagues D – Documented Individual Learning Plans that contain explicit learning goals for students
▬ Developing a culture of high expectations for all students across the stage/faculty/school or beyond through the explicit articulation of learning goals to students for each lesson/learning activity and assisting colleagues to follow the same process	R/O – The teacher demonstrates the effectiveness of articulating and setting challenging learning goals for students D – Documentation that demonstrates how feedback on assessments is provided to students to give explicit guidance for improvement and is used to inform future programming

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.1 - Set challenging learning goals for all students, and assist other teachers to develop and articulate clear and valuable learning goals.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Differentiating learning goals based on knowledge and information about students' prior achievements	D – Documentation that describes how learning goals that are based on knowledge of students' prior achievements are developed and articulated to students Other examples ▬ ▬ ▬

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.2 - Advise and assist colleagues to design and implement high-quality teaching and learning programs that enhance learning outcomes through innovative, engaging learning opportunities.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Working cooperatively with colleagues to design high quality teaching and learning programs	D – Documentation that describes the teacher's role in the collaborative development and review of teaching and learning programs D – Teaching and learning programs across a stage or faculty or beyond the school that include a variety of lesson types and the relevant selection and sequencing of learning experiences to engage students through a differentiated curriculum
▬ Evaluating own teaching program and innovative teaching strategies in terms of student learning outcomes achieved in a unit of work and/or lesson and sharing this evaluation with colleagues	D – Teaching and learning programs across a stage or faculty or beyond the school that are evaluated and annotated in response to formal and informal assessments of student achievements R – The teacher shares lesson plans, behaviour management techniques, student work samples and ideas on innovative teaching strategies with colleagues
▬ Providing information, encouragement and support for colleagues to develop, implement and evaluate high-quality teaching and learning programs and innovative teaching and learning activities in a culture of evaluation and peer review	R – The teacher is a critical friend for colleagues, providing constructive feedback on lesson planning and implementation, including choices of resources and assessments
▬ Assisting teachers to implement high-quality teaching and learning programs and innovative, engaging learning opportunities through modelling and demonstration	R – The teacher supports the implementation of high-quality teaching and learning programs across the stage/faculty/school and beyond through team teaching, modelling, demonstration and mentoring Other examples: ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.3 – Assist colleagues to apply high-level theoretical and practical knowledge of teaching and learning practices to organise subject content in logical and structured ways as appropriate to learning goals.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Reviewing current research on specific subject content, as well as how to teach that content to students, and making a summary available to colleagues	D – Documentation that describes how research is reviewed and disseminated to colleagues
▬ Providing informed advice to colleagues about how to improve the teaching sequence of subject content to their students so that it better achieves learning goals	D – Documentation that describes the teacher's role in providing critical feedback to colleagues on the organising, structuring and delivery of subject content
▬ Modelling and sharing the processes that support effective and focused lesson development and implementation based on logical and structured way of teaching the subject content	R – The teacher leads discussion on the tailoring of content to meet syllabus outcomes O – The teacher applies and models the effective organising of content and quality teaching practice
▬ Contributing to the development of teaching and learning programs by drawing on high-level subject knowledge, pedagogical content knowledge and successful achievement by students of the learning goals	D – Teaching and learning programs across a stage/faculty/school and beyond that reflect the teacher's experience and advice on logical structuring of subject content D – Teaching resources developed by the teacher and shared with others in the school and/or professional networks that support the logical and structured teaching of subject content Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.4 – Advise and assist colleagues to use, select and develop resources and materials to engage students' learning.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Organising well-chosen resources and materials periodically and appropriately and sharing them with colleagues	D – Teaching and learning programs across a stage/ faculty/school and beyond that confirm that a variety of teaching resources are used to support effective learning R – The teacher ensures that resources are well organised, evaluated and accessible for sharing both physically and in electronic form
▬ Developing, using and sharing original resources and materials	R – The teacher develops resources that support the logical and structured teaching of subject content and shares these with colleagues at the school level and/or with professional networks
▬ Keeping up-to-date with resources published by professional organisations and disseminating relevant information to colleagues	D – Documentation that describes how the teacher provides information about available resources and their relevance to colleagues as a result of the teacher's membership of or involvement in organisations that promote professional learning
▬ Providing advice to budget/resource committees on additional resources needed based on student achievement and needs	D – Documentation that describes the teacher's role in recommendations that are made to relevant committees on the purchase and allocation of resources based on relevant factors including student assessment data D – Documentation that describes the teacher's role in sharing advice on student needs with colleagues and relevant teams Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.5 – Design and use highly effective assessment strategies that link to the learning outcomes articulated in syllabus documents.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Reviewing assessment results from own class(es) to analyse effectiveness of teaching practice on individual students	D – Documented evidence of teacher's analysis of assessment results in terms of student achievement
▬ Designing assessment strategies that distinguish between students' knowledge, skills and understandings and link explicitly to syllabus outcomes	D – Documented assessment strategies that have been developed over time, that show clear links to syllabus outcomes and that are an effective measure of student learning outcomes R – The teacher ensures that students are involved, where appropriate, in the design and review of student assessment strategies
▬ Including highly effective assessment strategies in teaching programs, using a variety of assessment tools with explicit criteria for students that are linked to syllabus outcomes so that valid and consistent judgements can be made on student achievement	D – Documented assessment tasks with attached assessment criteria linked to syllabus outcomes that are shared with students, colleagues and parents
▬ Keeping diagnostic assessment information and using it to inform the assessment strategies selected for students	D – Documentation that describes how well-documented and well-maintained assessment information, including student work samples, is used as the basis of program assessment and review O – Students can articulate what they have learned and how they were assessed
▬ Developing teaching programs that include highly effective formal and informal assessment strategies and that show clear links between assessment tasks and syllabus outcomes	R – The teacher clearly articulates to others how information derived from assessment tasks will inform teaching and support students to achieve syllabus outcomes in a differentiated curriculum D – Planning documents that refer to syllabus outcomes and specific learning needs and reflect the use of diagnostic student assessment information

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.6 – Advise and assist colleagues in the planning and use of effective assessment strategies designed to meet syllabus outcomes.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Supporting colleagues in interpreting data derived from effective assessment strategies and incorporating it into school-based teaching and learning programs and activities	R – The teacher utilises the interpretation and analysis of assessment strategies including external student achievement data, shares these understandings with the faculty/stage/staff/network/professional teaching association and supports other teachers to use this data to inform their teaching
▬ Leading collaborative planning to use effective assessment strategies that are designed to meet syllabus outcomes	D – Documentation that describes how student assessment strategies are collaboratively planned and clearly linked to syllabus outcomes and shared and used with colleagues
▬ Sharing successful assessment strategies with colleagues and assisting colleagues to incorporate them into their teaching and learning programs and lessons	R – The teacher presents and discusses effective assessment tasks with the faculty/stage/staff/network/ professional teaching association and/or beyond
	D – Documentation that describes how student assessment criteria and guidelines are made available to students, parents and colleagues
	Other examples:
	▬
	▬
	▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.7 – Model effective and consistent oral and written feedback to ensure that reflection and encouragement are integral to all students' learning.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Modelling to colleagues a range of effective student feedback strategies that improve and encourage students' ongoing learning	O/R – The teacher models lessons that involve positive, useful and explicit oral feedback to students who are encouraged to reflect on or respond to this feedback D – Documentation that describes how marked student assessment tasks, that provide advice to students on ways to improve in accordance with the assessment criteria, are shared with colleagues
▬ Presenting to colleagues examples of effective written feedback on student work samples	D – Documentation that describes how the teacher engages colleagues in understanding and utilising student work samples as an effective basis for written feedback
▬ Presenting to colleagues a variety of assessment for learning strategies	R – The teacher advises colleagues on the development of student assessment tasks that have clearly identified assessment criteria to support the provision of feedback to students Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.8 – Advise and assist colleagues to design, use and maintain effective and efficient record-keeping systems that monitor students' learning progress.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Developing own effective and efficient record-keeping systems and sharing these systems and expertise with appropriate colleagues	D – Documentation that describes the student achievement record-keeping systems (including annotated work samples, report data and comments, tracking sheets, etc) that have been developed by the teacher R – The teacher shares effective record-keeping systems with colleagues as appropriate and advises these colleagues in effectively maintaining student records
▬ Assisting colleagues to implement a new school-based, faculty or stage-based record-keeping system	R – The teacher demonstrates an understanding of and compliance with privacy and confidentiality procedures and advises others in their implementation of record-keeping systems
▬ Assisting colleagues to refer to and integrate information from previous records to inform current and future teaching and learning plans for students	R – The teacher assists colleagues to use previous and current student records as an essential aspect of reviewing teaching and learning programs R – The teacher's advice and support with respect to using record-keeping systems and linking past and current student achievement is reflected in colleagues' teaching and learning programs Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.9 – Advise and assist colleagues to develop policies, guidelines and reporting systems that comply with and respond to changes in Board of Studies, systemic and/or school based policies.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Contributing to the development and/or review of school policy and practices on reporting student progress	D – Documentation that describes the teacher's role in contributing in a variety of contexts at which school reporting policies and record-keeping systems are discussed
▬ Reviewing and adjusting own practices in response to school policy changes and external policy changes	R – The teacher's own reporting practices are amended in a timely manner to reflect school, system, BOS and government policies and requirements
▬ Assisting colleagues to implement changes as required in policies, guidelines and reporting systems by developing plans to accommodate change	R – The teacher shares his/her understanding of changing requirements and supports colleagues in implementing the mandated changes
	D – Documentation that describes how the teacher used examples of well written reports, prepared by him/her, as the basis of discussions with colleagues on effective reporting practices
	Other examples:
	▬
	▬
	▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 3
Teachers plan, assess and report for effective learning

Standard 3.3.10 – Advise and assist colleagues to use the results of student assessments as well as practical and theoretical knowledge to evaluate teaching and learning programs.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Analysing assessment data and information for individual students in order to evaluate the effectiveness of own teaching programs	D – Documented evidence of teacher's analysis of assessment results of individual students for the purpose of determining the effectiveness of own teaching programs
▬ Supporting colleagues in the tracking of student achievement using all available data and information to evaluate learning programs to inform further teaching	R – The teacher discusses and shares with colleagues approaches to annotating and amending their teaching and learning programs in response to student assessment data
▬ Sharing with colleagues the links made between external assessment data and teaching and learning programs and school-based assessments	D – Documentation that describes the use of external student assessment results to evaluate teaching and learning programs and target student learning needs on a stage/class/group and individual basis
▬ Working with colleagues to identify the gaps in student achievement and to implement teaching and learning strategies to address them	R – The teacher collaboratively reviews student assessment data and successes from teaching and learning programs to identify future assessment tasks
	D – Documentation that describes analyses of external student assessment data against achievement in school-based tests that discern patterns and inform future teaching and learning programs, and identify need for additional teaching resources and/or teacher professional learning
	Other examples:
	▬
	▬
	▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 4
Teachers communicate effectively with their students

Standard 4.3.1 – Select and use effective forms of explanation to support student understanding of their learning goals.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Introducing, structuring and delivering lessons so that students gain a firm understanding of their learning goals	O – The teacher articulates goals, explains their relevance, the end products and steps to take O – The teacher involves all students and ensures their focussed and sustained interaction with the topic R/O – The teacher expects, challenges and encourages students to ask questions and adjusts explanations to meet individual needs R/O – The teacher uses an appropriate mixture of oral and visual communication strategies
▬ Demonstrating, through informal assessment, the effectiveness of forms of explanation used to support understanding of learning goals	O/R – The teacher uses evidence-based assessment of student understanding and achievement O – Instructional strategies are further modified/ adapted as a result of evidence of students' levels of understanding
▬ Providing an outline of the intended learning goals to students at the beginning of a unit of work/lesson/ teaching activity	O – Students can articulate their learning goals, what they have learnt from a lesson, and what they will be doing next O – The teacher carefully explains the language and terms appropriate to the student's level or stage R – The teacher provides feedback to students that is related to the task and appropriate for the level of the student Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 4
Teachers communicate effectively with their students

Standard 4.3.2 – Use effective questioning techniques to engage students in lively, sustained discussion structured around key content and ideas.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▰ Explicitly teaching the skills required for effective discussion and dialogue, working in groups, etc	R – The teacher encourages students to be active listeners who respond appropriately to one another's points of view and can work effectively in groups D – Planning documents that outline/describe the teacher's plans for class discussion, as evidenced by guidelines for discussions, planned sets of questions for the lesson, including questions to probe deeper levels of understanding, higher level thinking and questioning
▰ Managing well-controlled, focused discussions in the classroom relating to syllabus content	R – The teacher asks questions that cover a range of levels, based on a variety of questions (eg, literal to inferential), and acknowledges and values student responses, and encourages all students to participate O – The teacher supports class discussion using different types and distribution of questioning, and collaborative structures such as learning partners, group or whole class discussion O – The teacher demonstrates strategies for moving classroom discussions towards clearly defined outcomes and for dealing with deviation from the topic while maintaining a climate of respect Other examples: ▰ ▰ ▰

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 4
Teachers communicate effectively with their students

Standard 4.3.3 – Engage students in discussion that enables them to synthesise a range of views and ideas to develop deeper understandings and different viewpoints.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Managing discussion so that students are exposed to a variety of ideas and a range of views	O – The teacher uses questioning and other teaching strategies to maximise the engagement of all students in the class O – Students are supportive of one another's participation in discussion
▬ Intervening at the appropriate moment to move student discussion to higher-level thinking	O – Students articulate deeper understanding of the issues discussed O – The teacher uses knowledge of students' abilities to draw out responses O – The teacher asks the class to synthesise discussion to confirm their understanding
▬ Ensuring all points of view are heard and are critically evaluated and inserting other ideas into the discussion	R – The teacher explicitly teaches and models good listening skills R – The teacher ensures that class rules for effective discussion are understood O – The teacher uses strategies or scaffolds for effective discussion such as preparing students for discussion, using positive reinforcement, demonstrating equity in the discussion, encouraging risk taking, requiring students to listen to each other's contributions and encouraging and modelling reflection, analysis and synthesis of views

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 4
Teachers communicate effectively with their students

Standard 4.3.3 – Engage students in discussion that enables them to synthesise a range of views and ideas to develop deeper understandings and different viewpoints.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Ensuring that students can articulate a deep understanding of what they have learned from a discussion that involves a range of ideas and viewpoints	D – Summaries of class discussions developed by students that indicate that students have synthesised a range of views and discussion points D – Student work samples that demonstrate the new knowledge/understandings/skills gained through planned discussions Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 4
Teachers communicate effectively with their students

Standard 4.3.4 – Assist colleagues to design and facilitate a wide variety of purposeful group structures that support student engagement to make content meaningful.	
Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Working with colleagues to design and facilitate effective and purposeful group-work structures	O – The teacher demonstrates effective group work in the classroom; procedures for group work are articulated and all students are engaged and contributing to tasks O – The teacher establishes clear expectations and protocols for group work, as evidenced by explaining the reasons for the grouping; modelling, discussing and explicit teaching on how to carry out group roles and how to work within groups; providing clear task and role guidelines; monitoring the allocation of roles in each group; and providing clear time expectations R – The teacher models for colleagues different approaches to group formation (eg, structured ability, peer tutoring, friendship, random, 'jigsaw') and classroom organisation to support group work (eg layout of furniture, break-out spaces) D – Plans for group work that use knowledge of the students R – The teacher shares with colleagues the educational purpose of grouping strategies
▬ Providing information and ideas to colleagues about how to include purposeful group structures into a teaching program, unit of work or lesson and collaboratively evaluating the success of these structures in terms of student engagement and learning	R – The teacher supports colleagues to monitor student learning outcomes in order to evaluate use of group structures R – The teacher discusses the effectiveness of different group structures with faculty/stage/staff/network/ professional teaching association O – Students articulate the effectiveness of different group structures Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 4
Teachers communicate effectively with their students

Standard 4.3.5 – Assist colleagues to create, select and use a repertoire of teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Demonstrating to colleagues the use of a variety of teaching strategies that are linked to outcomes and the use a variety of resources that enhance student learning	R – The teacher provides presentations to staff/faculty/ stage/network/professional teaching association and in-school professional learning activities on effective teaching strategies and resources including new ways of incorporating ICTs into teaching and learning R – The teacher models strategies that he/she has found effective in making content meaningful O – The teacher uses teaching strategies that are differentiated to meet the learning needs of particular students and groups of students
▬ Sharing experience and knowledge of current, relevant and appropriate ICT resources and how they can be used to enhance student learning	D – Planning documents that demonstrate the use of variety in lesson resources and teaching strategies so that content is made meaningful (e.g. debating, role play, site studies, excursions, ICT resources, literacy and numeracy strategies) R – The teacher shares successful lesson resources and teaching strategies with colleagues Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.1 – Model for colleagues inclusive strategies that ensure students are valued and treated with respect.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Creating and maintaining a safe and challenging learning environment based on value and respect for each other and sharing the strategies with colleagues	R – The teacher implements and promotes school and/or classroom guidelines on expected student behaviour with respect to valuing and respecting others R – The teacher contributes to discussions and decision-making with regard to student welfare/pastoral care committees with faculty/stage/staff on creating a learning environment based on valuing and respecting each other
▬ Modelling inclusion of and respect for others through own demeanour towards students and in formal and informal professional dialogue with colleagues	R – The teacher demonstrates to colleagues how to effectively deal with inappropriate student behaviour while ensuring students are valued and respected O – The teacher demonstrates respectful, inclusive and positive communication within the classroom, staffroom and playground in interactions with students, colleagues and parents and caregivers R – The teacher's formal and informal interactions with colleagues exemplify appropriate professional behaviour Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.2 – Model and share with colleagues teaching and learning practices that value students' experiences, including their home culture.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Working with colleagues to enhance learning opportunities for students by utilising knowledge of students' experiences and their home culture	R/O – The teacher ensures that students' home culture and experiences are incorporated into classroom activities O – The teacher encourages the establishment of a climate whereby difference is valued and not based on an assumption of homogeneity R – The teacher contributes to decisions on school organisation matters through a knowledge of students' cultural backgrounds and practices
▬ Working with colleagues to recognise, acknowledge and incorporate the experiences and cultural background of students in teaching and learning programs, lessons and activities	D – Documentation that describes how planning documents acknowledge and accommodate students' cultural backgrounds and how this is shared with colleagues R – The teacher shares teaching strategies that incorporate information on students' cultural backgrounds with colleagues R – The teacher's communications with students, parents and caregivers and colleagues demonstrate a positive understanding of their backgrounds and an openness to learn from others

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.2 – Model and share with colleagues teaching and learning practices that value students' experiences, including their home culture.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Modelling to colleagues how student background information can be effectively incorporated into their teaching and learning practices	D – Documentation that describes the teacher's role in organising celebrations of students' experiences and culture as well as sensitivity to topical issues that reveal inclusive and supportive teaching practices R – The teacher shares information on students' cultural backgrounds to assist in organisational decision-making eg placement of students in Kindergarten based on family/friendship groups, Year 7 classes formed with input from feeder schools Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.3 – Assist colleagues to develop positive learning environments that encompass open-mindedness, curiosity and honesty.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
Working with colleagues to cultivate a classroom culture of exciting, challenging learning which supports students to be honest, to take risks, to learn from mistakes and to be successful learners	D – Documents that describe how the teacher assists colleagues to plan for teaching and learning experiences that incorporate the interests of the students where appropriate R – The teacher demonstrates to colleagues how to maintain a classroom climate that is active and vibrant and based on high expectations and student engagement O – Students are confident to ask for help in the classroom and accept that they may learn through mistakes
Working with colleagues to develop students' curiosity and higher-order thinking skills through tasks that encourage open-mindedness, and sharing successful strategies with colleagues	R – The teacher participates in or presents at forums for sharing information about how students learn R – The teacher supports action research initiatives to develop a culture of evidence-based decision making to develop a positive learning environment
Engaging in formalised processes for sharing with colleagues information and strategies for developing positive learning environments	O – The teacher models to colleagues a variety of teaching strategies that have been found effective in challenging and motivating students D – Documentation that describes how the teacher shares teaching ideas with colleagues through, for example, professional teaching association journals and/or professional development activities R – The teacher provides opportunities for and encourages colleagues to view lessons where students are actively engaged and challenged D – Documentation that describes how the details or summaries of teacher's professional reading are recommended and shared with colleagues Other examples: ▰ ▰

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.4 – Employ a variety of classroom management strategies to maximise the use of classroom time for productive learning.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Establishing routines and expectations and articulating these clearly and consistently to students	O – The teacher's lessons involve clear articulation of expectations and build on and reinforce established routines O – Students can articulate lesson requirements, class routine and expectations for conduct D – Documentation that describes how classroom routines are implemented and reinforced
▬ Ensuring that lessons contain a variety of differentiated tasks that meet the learning needs of students	D – Planning documents that contain a variety of differentiated tasks R/O – The teacher's lessons are sufficiently differentiated to meet the learning needs of all students Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.5 – Develop, apply and share with others a flexible repertoire of strategies for managing student behaviour and promoting student responsibility for learning and for appropriate conduct.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Keeping informed of current research relating to managing student behaviour and using it to inform own management of student behaviour	D – Documentation that confirms the teacher's knowledge of behaviour management is current and research-based R – The teacher uses current strategies in their management of student behaviour
▬ Articulating clearly to students their role in appropriate behaviour and the effects their behaviour has on their learning and the learning of others	O – Students are engaged in learning and have an understanding of their rights and responsibilities within the class and school O – Students demonstrate an ability to monitor and adjust their own behaviour so as to improve learning O – The teacher utilises a repertoire of strategies for managing student behaviour and for encouraging and promoting in students the acceptance of personal responsibility for their actions consistent with their stage of development
▬ Implementing successful behaviour management strategies and sharing these with colleagues	R – The teacher contributes to collaborative programming to ensure consistency in strategies for meeting the needs of specific students R – The teacher collaborates with colleagues and specialist support staff in the development and implementation of effective behaviour management strategies and individual student behaviour management plans O – The teacher demonstrates the implementation of student welfare/pastoral care policies in all classroom or playground interactions

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.5 – Develop, apply and share with others a flexible repertoire of strategies for managing student behaviour and promoting student responsibility for learning and for appropriate conduct.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Contributing to the development and/or implementation of policy and procedures related to managing student behaviour	D – Documentation that describes the teacher's contribution to refining, adapting and reviewing policies and practices based on his/her experience and a sound knowledge of theory and effective practice R – The teacher delivers presentations for faculty/stage/ network/staff/association on strategies for managing student behaviour R – The teacher seeks feedback from colleagues, students, and parents and caregivers on the success or otherwise of student behaviour management plans
▬ Supporting colleagues to establish criteria for appropriate student conduct so as to promote learning	R – The teacher shares with colleagues those behaviour management strategies that have been found to be effective for specific students and groups of students R – The teacher undertakes modelling and mentoring arrangements to help develop the knowledge and skills of colleagues in creating a positive learning environment by better managing student behaviour
▬ Sharing with colleagues knowledge of the range of external support services that assist in the management of student behaviour and promote students taking responsibility for their learning	D – Documentation that demonstrates how the teacher communicates with relevant external agencies about the support and services they provide and shares this information with colleagues Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.6 – Use expert knowledge of student behaviour management to develop and share with colleagues a flexible repertoire of classroom management strategies

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Identifying and assisting colleagues to access appropriate external expertise in the management of student behaviour in the classroom	R – The teacher assists colleagues to access specialist support staff and external expertise (where available) to support effective student behaviour management strategies D – Documentation that describes the teacher's role in the development of student behaviour management plans in consultation with specialist support staff and external expertise (where appropriate and available)
▬ Evaluating classroom management strategies and sharing this information with colleagues	R – The teacher's experience and expertise in implementing successful student behaviour management strategies are shared with colleagues R – The teacher discusses student behaviour management strategies and evaluates them with colleagues
▬ Encouraging collaboration with parents to develop and implement targeted strategies to manage particular behaviours	R – Supervisors, parents and caregivers can articulate the strategies being used by the teacher and the reasons for them R – The teacher promotes the establishment of open and two-way communication with parents as a means of more effectively addressing student behaviour management issues Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 5
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.3.7 – Assist in the development and implementation of safe working practices to ensure student safety.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Contributing to the development of school-based safe working practices and procedures	D – Documentation that describes the teacher's role in contributing to the development of school policies, procedures and practices to ensure a safe working environment
▬ Supporting others to ensure that mandatory and school-initiated policies and safe working practices are understood and implemented	O – The teacher appropriately implements mandatory safe working policies and procedures in specific contexts eg in science laboratories, PE lessons, visual arts studios, industrial arts workshops
	O – Students can describe safety rules and procedures in specific contexts
	R – The teacher supports the induction of new staff in understanding and implementing system and school-initiated safe working policies and procedures
	R – The teacher promptly and correctly fulfils requirements for reporting serious incidents and supports others to do so
▬ Being proactive in identifying possible safety issues or hazards and taking appropriate action	O – The classroom environment is observed to be safe and free of hazards
	R – The teacher raises awareness of issues of safety concern in accordance with school and system procedures
	Other examples:
	▬
	▬
	▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.3.1 – Model effective practices for systematically analysing and reflecting on individual teacher practice in relation to student learning outcomes.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Changing teaching practice following systematic analysis of and reflection on own teaching practices in relation to student learning outcomes and discussing this with colleagues, including new scheme teachers	D – Documentation that describes planning documents, units of work and/or student work samples and how these are shared with colleagues to assist them to reflect on practice and make adjustments in order to improve student learning
▬ Initiating and leading discussion, analysis and reflection with colleagues, including new scheme teachers, on their own teaching practice	D – Documentation that verifies that collaborative discussion, analysis and reflection of teaching practices in relation to student learning outcomes occurs with colleagues R – The teacher supports colleagues to analyse and reflect on their selection and development of assessment tasks, lessons or units of work to enhance teaching practice
▬ Utilising and sharing knowledge of how analysing own teaching practice can have a positive impact on student learning outcomes	D – Documentation that describes ways in which the teacher discusses with colleagues the analysis of student learning outcomes as part of reviewing teaching practices D – Documentation that describes how planning documents that make logical connections between effective teaching strategies and addressing particular student learning needs are shared with colleagues Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6
Teachers continually improve their professional knowledge and practice

Standard 6.3.2 – Assist colleagues to identify and implement strategies to address their professional learning needs based on the professional standards.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
– Working with colleagues, including new scheme teachers, and assisting them to use the Professional Teaching Standards to identify professional learning needs	D – Documentation that describes how the teacher shares with colleagues a record of his/her own professional learning that is mapped against the Professional Teaching Standards R – The teacher provides advice to colleagues on interpreting the Professional Teaching Standards in relation to their own teaching practice D – Documentation that demonstrates how information is shared with colleagues on professional learning activities that address particular Standards O – The teacher provides support to newly employed, casual and temporary new scheme teachers on their accreditation process D – Documentation that describes how the teacher provides support to colleagues on their professional learning (mapped to the Standards)
– Creating opportunities to share own and others' knowledge and experiences of professional learning activities that focus on subject content knowledge or classroom teaching and management skills	D – Documentation that describes how the teacher provides evaluations of own professional development activities undertaken relating to particular Standards D – Documentation that confirms that a collection of professional readings is maintained and made available to colleagues D – Documentation that describes the teacher's contributions to staff/faculty/professional association bulletin boards/electronic communications and journals on issues relating to professional learning

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.3.3 – Assist colleagues to plan their professional development to enhance knowledge of subject/content and classroom skills.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Working with colleagues, including new scheme teachers to identify their professional development needs with respect to subject/content knowledge and classroom teaching skills	R – The teacher demonstrates an engagement in current research, changes in subject knowledge and teaching practices and engages colleagues in conversations on the implications of these for teaching D – Documentation that describes how information on available professional development that is designed to enhance teacher subject knowledge and teaching skills is shared with colleagues
▬ Sharing knowledge of current research in classroom skills and content knowledge with colleagues and supporting them to include this in their classroom practice	R – The teacher shares with colleagues own teaching program/lesson plans/assessment tasks that contain revisions, additions, alternatives derived from new knowledge or evidence of student achievement D – Copies of teacher's published articles, papers and website postings etc to colleagues that demonstrate ongoing engagement with current educational debate and research
▬ Creating opportunities to share own and others' knowledge and experiences of professional learning activities that focus on subject content knowledge or classroom teaching and management skills	R – The teacher's collection of professional readings, conference papers and professional development experiences that focus on subject knowledge or classroom practice has been made available to colleagues D – Documentation that describes how the teacher has organised professional learning activities for colleagues eg a cluster or learning group or email group focussing on subject/content knowledge or teaching skills

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.3.3 – Assist colleagues to plan their professional development to enhance knowledge of subject/content and classroom skills.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Working with colleagues, including new scheme teachers to establish professional development plans	R – The teacher encourages colleagues to broaden their experience through strategies such as team teaching, supervising teacher education students on professional experience placements, temporary higher duties, membership of school teams, professional teaching association committees and external marking as part of their professional development plan R – The teacher shares their own professional development plan with colleagues to clearly show how professional development supports and informs teaching and learning Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.3.4 – Model collegial practices for evaluating and sharing best practice in teaching strategies and professional knowledge and practice.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▰ Working collaboratively with colleagues, including new scheme teachers and school support staff in evaluating and sharing best practice in teaching strategies	R – The teacher maintains a classroom where colleagues, specialist support staff and visitors are valuable contributors to teaching programs and to student learning O – The teacher evaluates lessons with colleagues and determines areas for further investigation R – The teacher utilises team teaching strategies with colleagues and specialist support staff, such as ESL or learning assistance teachers, to support a particular teaching and learning focus R – The teacher provides support to newly employed, casual and temporary new scheme teachers on their accreditation process and in evaluating their practice in terms of the Standards
▰ Leading professional dialogue about best practice in teaching practice or professional knowledge and practice	R – The teacher maintains membership of and active participation in school-level teams, professional associations, system or sector networks D – Documented representation on committees established by the Board of Studies, employer or employer groups, professional teaching associations or the Institute of Teachers (including role as an external assessor) D – Documents of participation with student welfare/pastoral care/learning support networks/professional teaching associations where information gained from external committees is shared and an evaluation of current practice has occurred

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.3.4 – Model collegial practices for evaluating and sharing best practice in teaching strategies and professional knowledge and practice.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Demonstrating the implementation of professional knowledge or best practice in the classroom to colleagues in a range of forums	D – Records of demonstration or modelling to colleagues that include sharing the reasoning behind the teaching strategies selected and processes for reviewing effectiveness Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.3.5 – Create and utilise networks to support constructive professional discussion.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Establishing networks, special interest groups or professional discussions within the school or wider educational community in response to an identified need	D – Documents attesting to participation in professional learning networks, groups and forums that teacher has established R – The teacher establishes formal and/or informal processes for others to contribute to professional discussions within the school and beyond
▬ Providing constructive professional discussion within an established network or group	R – The teacher leads and encourages professional discussion with faculty/stage/staff/network/ professional association R – The teacher fosters ongoing formal and/or informal professional dialogue within professional groups
▬ Maintaining active membership of professional associations or other organisations	D – Documentation that demonstrates the teacher maintains active membership of relevant organisations (eg professional associations, unions, professional bodies) including as a subscriber, conference attendee, presenter, contributor or volunteer
▬ Participating in professional educational groups external to the school	D – Documentation on the teacher's participation in regional/diocesan/sector/cluster networks, special interest groups, professional teaching network related to own subject/teaching area and contribution to professional chat rooms, Wikis and online forums Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.3.6 – Actively utilise and maintain professional networks such as professional associations to access information that supports professional learning.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Utilising and maintaining active membership of a professional association or professional organisation	D – Documentation that demonstrates that the teacher is an active member of a relevant organisation (eg professional association, union, professional body) including as a subscriber, conference attendee, presenter, contributor or volunteer
▬ Actively participating in and contributing to professional networks or forums	R – The teacher maintains membership of and active participation in school-level teams, professional associations, district or regional networks
	D – Documentation that describes the teacher's representation on teams established by such bodies as the Board of Studies, employer or employer groups, professional teaching associations or the Institute of Teachers (including role as an external assessor)
	Other examples:
	▬
	▬
	▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

| **ELEMENT 6** |
| **Teachers continually improve their professional knowledge and practice** |

Standard 6.3.7 – Build sustained contributions to developing effective teaching, curriculum, and assessment practices by accessing and critiquing relevant research.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Reading widely, critically reviewing relevant research on effective teacher, curriculum and assessment practice and developing written responses to what is read	D – Documentation relating to subscriptions to educational journals D – Documentation that demonstrates the teacher's contribution to professional associations and/or industrial organisations D – Documentation that demonstrates the teacher's contribution to relevant journals, online discussion groups or libraries etc
▬ Critically evaluating research and incorporating research into teaching practice where appropriate	D – Planning documents that are amended to reflect the findings of relevant research D – Information on action research projects that are undertaken and evaluated D – Documented goals that are monitored in response to research findings and professional reading
▬ Ensuring that critically reviewed research findings about effective teaching, curriculum and assessment practice are shared with colleagues	D – Recorded contributions to curriculum, learning support, faculty/stage/staff/network/professional association etc where research findings and professional articles are shared in order to improve teaching and learning practices and student learning outcomes R – The teacher shares critiques of research findings, professional articles etc with relevant colleagues to inform their teaching and learning Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 6
Teachers continually improve their professional knowledge and practice

Standard 6.3.8 – Assist and advise colleagues in the formation of effective school policy and practice.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Providing relevant research and professional readings when members of the school community are considering, reviewing or forming policy and practice	D – Documentation that describes how excerpts or summaries of relevant research are shared with those colleagues involved in school policy making R – The teacher initiates discussions on the relevance of research findings to school practice through formal and informal collegial interactions and with staff/faculty R – The teacher initiates and supports the school's subscriptions to professional journals to ensure current research informs school practice
▬ Supporting colleagues to apply Government policy, legislative requirements, Board of Studies requirements and employer or sector policies to the development of school-based policy and practices	R – The teacher monitors and assesses external policies and requirements and advises on implications for the school's policy and practices and any adaptations required for the school's particular context D – Documented participation in external committees or discussions with colleagues in order to consolidate own school policies and practices
▬ Supporting the understanding and implementation of school policies in the classroom and in the professional practice of colleagues	R – The teacher advises colleagues on the impact of school policy and procedures on classroom practice R – The teacher assists colleagues to review their practice to ensure compliance with new school policies and practices Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 7

Teachers are actively engaged members of their profession and the wider community

Standard 7.3.1 – Develop and implement communication strategies that foster positive school-community relationships

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Initiating or contributing to the development or revision of protocols for communication with parents and caregivers	R – The teacher contributes to the development, implementation and review of guidelines for communicating with the school community D – Copies of professional communications with parents and the school community, for example class newsletters, communication books D – Documentation that describes how records of student achievement are maintained and made available to parents and caregivers and students as appropriate
▬ Implementing a variety of communication strategies to meet the needs of, and to foster positive relationships with, the local community	R – The teacher uses appropriate language in all written and oral communication D – Documentation that demonstrates how flexible modes of communication are utilised to meet different community needs, eg oral, written, electronic, translators, correspondence and signage in dominant community languages D – Documentation substantiating attendance at and contribution to P&C, P&F or school community meetings D – Documentation that describes communication initiatives developed to address specific transitions eg new enrolments at the school, Year 6 to Year 7, Year 10 to Year 11 etc Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 7
Teachers are actively engaged members of their profession and the wider community

Standard 7.3.2 – Monitor and evaluate the effectiveness of communication between school and home.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Evaluating own communication practices and making improvements to meet changing school community or individual needs	D – Documentation that describes how interpreters for parent-teacher discussions are engaged where necessary R – The teacher adopts a range of modes of communication to meet individual parent and caregiver needs, eg telephone interviews where parent or caregiver is not able to attend personally, oral reports to supplement written reports D – Documentation that describes the use of specialist support staff to help ensure effective and appropriate communication with the home eg Aboriginal Education Assistants, Community Liaison Officers
▬ Supporting colleagues to monitor and evaluate the effectiveness of communication with parents and caregivers in the light of data and information gathered from parents and caregivers	D – Records of consultation with parents or caregivers where advice is sought on the effectiveness of current modes of communication R – The teacher participates in faculty/stage/staff meetings to assist in the development, evaluation and revision of communications policies and protocols

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 7
Teachers are actively engaged members of their profession and the wider community

Standard 7.3.2 – Monitor and evaluate the effectiveness of communication between school and home.

Demonstrated by indicators that might include but are not limited to:	**This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:**
▬ Supporting colleagues to develop or revise their communications between school and home	R – The teacher mentors new colleagues, including new scheme teachers, in effective ways of communicating with parents and caregivers by advising on communications protocols, providing samples of own communications, and proof reading draft written communications R – The teacher assists colleagues to preview their draft communications to parents and caregivers to ensure their effectiveness eg student excursion notes and letters to parents Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 7
Teachers are actively engaged members of their profession and the wider community

Standard 7.3.3 – Regularly provide opportunities for parents and caregivers to be involved in teaching and learning to support their children's learning where appropriate.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Ensuring that regular arrangements are made to discuss a student's progress and how the parent or caregiver can support their child's learning	D – Documentation that describes the arrangements made to ensure the opportunities for regular communication are in place
▬ Disseminating plain English information to parents and caregivers about the curriculum being studied, teaching methods and ways of supporting children's learning	D – Documentation that describes strategies designed to provide information to parents and caregivers about their child's learning eg school or class website, newsletter, newspaper, or information night brochure
▬ Creating opportunities to accommodate the contributions of parents, caregivers and community members in the classroom and the school to enhance teaching and learning	D – Documentation that confirms that information is maintained on the areas of interest or expertise of parents and caregivers and their availability in relation to supporting teaching and learning activities
	O – The teacher arranges for the participation by parents and caregivers in the classroom and in school events organised eg class reading program, grandparents' day, supervising homework centre, class presentations, excursions, open days, sports carnivals, science expo and cultural programs
	Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 7

Teachers are actively engaged members of their profession and the wider community

Standard 7.3.4 – Provide opportunities for the development of quality relationships between students, colleagues and the community.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▰ Identifying opportunities to establish relationships between the students, the school, staff members and the community	D – Information that is maintained on key organisations, businesses and services existing in the local community that may relate to aspects of the school curriculum D – Information that is maintained on community members with specific interests or expertise related to the school curriculum D – Information that is maintained on local community events, relevant to the school curriculum, in which students could participate
▰ Developing opportunities for students and colleagues to access appropriate community resources or support community activities	D – Documentation that demonstrates the organisation and/or support of relevant work placements, VET courses, excursions, community mentors D – Documentation that confirms that students are referred to appropriate community organisations or services eg community health centres, vocational guidance centres R – Students describe positive and supportive relationships with the community eg local library, local council, local sporting club D – Documentation that describes the school's participation in local community events eg Clean Up Australia Day, local show, ANZAC Day march Other examples: ▰ ▰ ▰

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 7
Teachers are actively engaged members of their profession and the wider community

Standard 7.3.5 – Ensure that all contact with the educational and wider community is professional and ethical.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Adhering to school communications protocols and reporting procedures in relation to the wider community	D – Documentation that describes the system and/or school policies, procedures and expectations relating to communications with the wider community R – The teacher complies with system and/or school policies, procedures and expectations relating to communications with the wider community
▬ Adopting professional and ethical practices when liaising with the wider community	R – The teacher complies with ethical standards in all dealings and collaborative activities with the community O – The teacher ensures the secure and confidential handling of student records and personal documentation
▬ Assisting in the development of school protocols and procedures that describe professional and ethical behaviour	D – Documentation that describes the teacher's contribution to the development of school protocols and procedures Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation

ELEMENT 7

Teachers are actively engaged members of their profession and the wider community

Standard 7.3.6 – Model and present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community.

Demonstrated by indicators that might include but are not limited to:	This may be supported by one or more of the following suggested examples of evidence and/or by equivalent evidence developed by the teacher:
▬ Distributing only well-written, well-designed and purposeful written communication to parents and caregivers, colleagues, industry and the community	R – Written material developed by the teacher conforms to the school's communications protocols and style guidelines
▬ Adapting written and oral communication to meet the needs specific groups such as parents and caregivers, colleagues, industry and the community	D – Copies of communications with parents and caregivers, colleagues and the community that are appropriate to the target audience, the purpose of the communication and the school context
▬ Supporting colleagues to promote a positive reputation of the school and the profession to parents and caregivers, industry and the community	O/R – The teacher maintains professional behaviour and speech during interactions with parents and caregivers, visitors and the community
	O – The teacher demonstrates respect towards colleagues and a professional attitude in all interactions with colleagues
	R – The teacher supports newly employed staff, casual teachers and teacher education students being supervised while on professional experience, to know and adhere to professional expectations and practices in interactions with parents and caregivers and the community
	Other examples: ▬ ▬ ▬

Evidence Code: D – Documentary Evidence   R – Referee Evidence   O – Observation