



NSW Institute of Teachers

Evidence Guide for Professional Leadership

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Evidence Guide for Professional Leadership

INTRODUCTION

Working at Professional Leadership

The relationship of the Evidence Guide to the Standards

Effective teaching is best understood as an integrated and holistic activity. As such, teaching should not be judged by evaluating independent segments or compartments of practice. In any given circumstance, effective teaching relies on applying knowledge, skills and attitudes in complex, varying and contingent ways.

While the Professional Teaching Standards for Professional Leadership are fundamental, detailed descriptors of teaching at Professional Leadership, they still need to be understood as aspects of educational leadership that, in practice, are demonstrated holistically.

This Evidence Guide sets out specific knowledge, skills and practices that can be characteristic of teachers who are meeting these Standards, and therefore working at the level of Professional Leadership.

While these examples of knowledge, skills and practices arise from the Standards and align broadly with teaching at Professional Leadership, they are not definitive. They are intended as indicators and insights for teachers attempting to gauge their own or another teacher's general and holistic professional practice. None of the aspects presented is universally valid for all teachers working at this level and providing evidence against all of them may not be infallible proof that a teacher's practice is at Professional Leadership.

The Evidence Guide should be used to help build an understanding of the characteristics that can support an assessment of the level of a teacher's professional practice.

The most effective starting point for understanding the requirements of the Standards at Professional Leadership is the general description included in this material. Following this, applicants should consider the descriptions of each of the Elements and Standards in the context of that general statement.

A general description of the characteristics of Professional Leadership

This general description of the characteristics of teachers who are working at Professional Leadership is presented to help teachers to gain a holistic and integrated view of this key stage. It should be read in conjunction with the Standards and considered as a foundation to the rest of the Evidence Guide and support materials for accreditation at Professional Leadership.

Teachers working at Professional Leadership:

- teach and lead to an exemplary level of expertise described in the Professional Teaching Standards under Professional Leadership
- use exemplary teaching skills in mentoring teachers, team teaching and other activities that develop the skills of others
- are recognised as expert teachers by peers, colleagues and learning community through exemplary practice across all aspects of the classroom and associated professional activities within and beyond the school
- are able to apply in-depth understanding, skills and knowledge to analyse the patterns of excellent lessons to maximise the learning of students, peers and colleagues in and beyond the school
- are able to articulate the relationship between higher order teaching and learning in ways that inspire colleagues to improve their professional practice
- are able to lead for significantly improved student performance as a result of programs and practices initiated through a process of synthesis of current research in teaching and learning
- provide expertise and leadership to support the improvement of teaching and learning in the wider educational community.

Demonstrating consistent outstanding practice over time is fundamental to the key stage of Professional Leadership. There is an important distinction between being able to demonstrate a capacity to implement practice as described in the Standards at any given point and a capacity and a professional will to practise at the level consistently over time. Professional Leadership is intended as recognition of consistent and continuing outstanding practice as described in general above and more specifically in the Standards.

ELEMENT 1

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

	Standard
1.4.1	<p>Initiate or lead the development of policies, programs and processes that advance students' learning through the use of high-level knowledge of the content/discipline(s) taught.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <p>Using high-level knowledge of the content/discipline(s) taught to:</p> <ul style="list-style-type: none"> ■ assist the work of committees, teams or groups to oversee syllabus implementation as well as the continual evaluation and development of teaching and learning programs ■ initiate or promote particular strategies that will advance student learning ■ assist colleagues to develop a high-level knowledge of the content/discipline(s) taught and apply it to their teaching.
1.4.2	<p>Initiate or lead the development of pedagogically-sound, research-based and effective policies, programs and processes.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ selecting and disseminating information about pedagogically-sound and research-based practices to support teaching subject content ■ establishing and/or supporting mentoring systems to support the trial and implementation of pedagogically-sound, research-based and effective policies, programs and processes ■ providing pedagogically-sound and research-based advice to colleagues to encourage them to examine their own teaching and learning programs and practices to support ongoing effective teaching practice.
1.4.3	<p>Evaluate existing teaching and learning programs and lead further development by using expert knowledge of NSW syllabus documents or other curriculum requirements of the Education Act.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues to access professional development opportunities to assist them in developing their subject content knowledge ■ using expert knowledge of NSW syllabus documents or other curriculum requirements of the Education Act 1990 as a basis for developing strategies with colleagues to implement pedagogically-sound and research-based practices through research and/or continued professional development (including postgraduate study) ■ working with colleagues to monitor the effectiveness of teaching and learning programs and processes by tracking student achievement and using assessment data ■ leading further development of existing teaching and learning programs to ensure that they are linked to syllabus outcomes and that mandatory curriculum requirements are met.

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ELEMENT 1

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

	Standard
1.4.4	Initiate or lead the implementation of policies and processes to integrate ICT into the learning environment.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none">■ utilising own knowledge of the integration of ICT into the learning environment when advising on professional development opportunities for colleagues■ utilising own knowledge of the integration of ICT into the learning environment when supporting the work of committees, teams or groups concerned with the integration of ICT into policies, programs and practice.

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

	Standard
2.4.1	Use expert theoretical knowledge of student diversity to develop effective and practical policies, programs and teaching strategies that address students' social, ethnic, cultural and religious backgrounds.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ drawing on expert theoretical knowledge of student diversity when developing and/or reviewing policies, programs and strategies that accommodate the social, ethnic, cultural and/or religious backgrounds of students ■ developing and implementing strategies to strengthen the participation of parents and caregivers and key groups in the evaluation of the delivery of policies, programs and strategies to ensure they accommodate the social, ethnic, cultural and/or religious backgrounds of students.
2.4.2	Monitor and evaluate teaching and learning using expert knowledge of typical stages of students' physical, social and intellectual development, as well as an awareness of exceptions to general patterns.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ sharing knowledge gained from undertaking research, professional development or further study with colleagues in a range of contexts ■ Using expert knowledge to support colleagues in their development of plans and programs that accommodate the specific needs of students and are consistent with knowledge of the typical and exceptional patterns of student development.
2.4.3	Evaluate and monitor teaching and learning by using expert knowledge of the different approaches to learning to enhance student learning outcomes.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ using expert knowledge to evaluate different approaches to learning when reviewing research, evidence and programs that purport to enhance student learning outcomes ■ using expert knowledge of student learning when monitoring and evaluating teaching and learning programs with colleagues in a range of contexts.
2.4.4	Evaluate and monitor teaching and learning practices by using expert knowledge of the value and significance of the skills, interests and prior achievements of students.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ drawing on expert knowledge to evaluate the success of approaches to teaching and learning that consider students' skills, interests and achievements.

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ELEMENT 2

Teachers know their students and how they learn

	Standard
2.4.5	<p>As appropriate, evaluate and monitor the implementation of effective policies and processes for teaching:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ developing and/or supporting systems and processes to collect and maintain information on students from targeted groups (such as Aboriginal and Torres Strait Islander students, students with special education needs, students of non-English speaking background or students with challenging behaviours) and to track their learning ■ evaluating the impact of policies and teaching practices on students from targeted groups using student achievement information ■ using the information gained from evaluations to continue with, adjust or discontinue particular approaches to teaching.
2.4.6	<p>Evaluate and monitor the implementation of effective literacy strategies to meet the needs of all students including:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ using expert knowledge to interpret and implement systemic literacy policies for the local context that take account of the needs of all students, and in particular, students from targeted groups ■ using expert knowledge to monitor and review current literacy strategies for all students, and in particular, students from targeted groups ■ engaging specialist expertise and support where available to address the literacy needs of all students, and in particular, students from targeted groups ■ working with colleagues to support the implementation of literacy strategies arising from professional development that aims to improve the literacy outcomes of all students, and in particular, students from targeted groups.

ELEMENT 3

Teachers plan, assess and report for effective learning

	Standard
3.4.1	Use high-level practical and theoretical knowledge to establish challenging learning goals to inform teaching and learning programs for all students.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ applying high-level knowledge to ensure that plans, programs and practices reflect and support high expectations for all students.
3.4.2	Initiate or lead processes to develop exemplary teaching and learning programs to enhance learning outcomes.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ initiating or leading processes to develop a culture of ongoing formal and informal review and evaluation, through initiatives such as critical friend networks, action research and peer reviews, to support students to improve their learning ■ demonstrating high-level knowledge and skills when promoting, supporting and contributing to exemplary teaching and learning programs ■ encouraging a climate of innovation, supported by ongoing monitoring and evaluation, to ensure that teaching and learning programs, plans and student assessment strategies facilitate effective student learning ■ identifying evidence-based, effective teaching and assessment practices and supporting colleagues to adopt them.
3.4.3	Lead and advise colleagues to select and organise subject content by using high-level knowledge of subject content and expert teaching and learning practices.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ demonstrating high-level knowledge of subject content through expert teaching and learning practices ■ modelling effective teaching that leads to improved student learning.
3.4.4	Initiate or lead the identification, development, acquisition and allocation of teaching resources to maximise student learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ establishing and/or maintaining processes for identifying effective and up-to-date teaching resources to share with colleagues.

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ELEMENT 3

Teachers plan, assess and report for effective learning

	Standard
3.4.5	Use specialist knowledge in the area of student assessment to lead and inform planning and program development.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ using specialist knowledge to ensure teaching and learning programs, assessment and reporting processes are effective and up-to-date with system requirements ■ leading the development and review of student assessment policies and strategies to ensure they are linked to the curriculum ■ utilising specialist knowledge when analysing available student assessment data (including external data) to inform program planning and to assist in developing teaching priorities.
3.4.6	Manage the evaluation of assessment policies and strategies to ensure consistency across the school in meeting Board of Studies, systemic and/or school requirements.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ maintaining up-to-date and comprehensive knowledge of Board of Studies, systemic and/or school student assessment requirements in order to establish and maintain consistency in student assessment policies and practices.
3.4.7	Evaluate and monitor the effectiveness of student oral and written feedback mechanisms across the school.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ using research to identify the most effective forms of feedback to students and sharing this with colleagues ■ evaluating the effectiveness of current policy and practice in providing effective feedback to students about their work and/or progress, based on the principles of timeliness, transparency, forward-planning, fairness and equity.
3.4.8	Lead the high-level analysis of student progress through the application of record keeping systems.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ designing, reviewing and/or maintaining a mechanism to capture varied sources of information about student achievement, including feedback from external testing, in a form that will enable tracking of progress and sharing of the information with relevant personnel.



ELEMENT 3

Teachers plan, assess and report for effective learning

	Standard
3.4.9	Evaluate and monitor the extent to which school reporting and accountability mechanisms: (a) comply with and respond to changes in Board of Studies, systemic and/or school based policies and (b) meet the information needs of students, parents and caregivers.
	Demonstrated by indicators that might include but are not limited to: <ul style="list-style-type: none"> ■ ensuring that school-based assessment policies and strategies comply with Board of Studies, system and school policy requirements ■ evaluating the effectiveness of reporting to parents and caregivers about student progress.
3.4.10	Integrate an analysis of student assessment results into overall program evaluation to improve teaching and learning programs.
	Demonstrated by indicators that might include but are not limited to: <ul style="list-style-type: none"> ■ routinely preparing reports based on an analysis of student assessment data ■ working collaboratively with colleagues to make recommendations about improvements to teaching and learning programs based on the results of the reports ■ coordinating an overall program evaluation that relies on school-based and external student assessment data and feedback from students, parents and caregivers.



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ELEMENT 4

Teachers communicate effectively with their students

	Standard
4.4.1	Model and communicate the most appropriate forms of explanation among staff to maximise understanding of the learning goals for students.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ utilising expertise when working with colleagues to describe successful forms of explanation in a range of lesson contexts and when leading informal and formal professional discussions ■ evaluating the effectiveness of individual forms of explanation in terms of their impact on student learning.
4.4.2	Build communication and classroom discussion skills among staff through collaborative programs and strategies, including team teaching and classroom observations.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ creating opportunities for colleagues to undertake collaborative activities such as action research projects, team teaching and mentoring schemes in order to build more effective communication and classroom discussion skills ■ creating opportunities that enable colleagues to share ideas, strategies and resources.
4.4.3	Model exemplary discussion techniques for colleagues and assist them to develop their own skills and knowledge in this area.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues to consider effective discussion techniques and implementing strategies that assist them to develop their own skills in this aspect of teaching.
4.4.4	Use theoretical and practical expertise in the area of student group management to lead and inform planning to enhance student learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues and utilising theoretical and practical expertise to promote a variety of effective student group structures that have been identified through own practice, observation and research ■ working with colleagues and utilising expertise to evaluate the effectiveness of group work techniques based on indicators such as student engagement and achievement.



ELEMENT 4

Teachers communicate effectively with their students

	Standard
4.4.5	Mentor teachers through sharing ideas about the creation, selection and use of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ drawing on own knowledge as well as participation in professional learning to advise and support colleagues in the area of ICT to ensure that subject content is made meaningful to students ■ mentoring and working collaboratively with colleagues to select appropriate teaching strategies and resources to make content meaningful and challenging for students ■ utilising knowledge and skills to support awareness of new teaching resources (including ICTs) and encouraging the creation, selection and use of alternative teaching strategies and resources.



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ELEMENT 5

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

	Standard
5.4.1	Use expert theoretical and practical knowledge to promote and lead the development of contextually relevant, inclusive teaching strategies.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ utilising expert theoretical and practical knowledge in order to support colleagues to develop teaching strategies that address the identified learning needs of targeted student groups ■ encouraging and supporting colleagues to undertake continuing professional development and to share knowledge that addresses the identified learning needs of targeted student groups.
5.4.2	Evaluate and monitor teaching and learning practices to ensure students' experiences, including their home culture, are valued and respected.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ drawing on knowledge and skills when supporting colleagues so that teaching practices and classroom management strategies address the needs and take into account the backgrounds of all students.
5.4.3	Promote and model to colleagues classroom strategies that emphasise student commitment to learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ promoting high expectations of students by establishing strategies for engaging and challenging students and encouraging their commitment to learning.
5.4.4	Promote and model classroom strategies that maximise student learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ utilising knowledge and skills to support colleagues to implement classroom strategies that allow them to maintain a challenging learning environment that maximises student learning ■ utilising skills and knowledge to provide useful support to colleagues in individualising their teaching and learning where necessary ■ assisting to establish and foster relationships between parents and caregivers and staff to ensure that student learning is maximised.

ELEMENT 5 Teachers create and maintain safe and challenging learning environments through the use of classroom management skills	
	Standard
5.4.5	<p>Initiate strategies and lead others in designing responses to managing challenging student behaviours</p> <p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ possessing a range of skills and strategies for managing challenging student behaviours, promoting these to colleagues and supporting them to use selected strategies for particular students or groups of students ■ utilising skills and knowledge to assist in initiating and/or supporting the establishment of policies, routines and/or processes that assist colleagues to maximise the learning of all students ■ initiating and/or supporting the development of policies and programs that are based on positive strategies for addressing challenging student behaviours.
5.4.6	<p>Provide leadership and encouragement to colleagues in support of innovation to broaden the range of behaviour management strategies.</p> <p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ accessing and analysing research papers on different approaches to managing student behaviour ■ utilising skills and knowledge to create or support a culture that is encouraging of both innovation and the use of evidence-based strategies in the implementation of student behaviour management plans.
5.4.7	<p>Undertake analyses to ensure the safety of students in the school is not compromised.</p> <p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ drawing on knowledge that is up-to-date to address mandatory, systemic policies concerning student safety and behaviour management and assisting colleagues to implement these as appropriate.

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ELEMENT 6

Teachers continually improve their professional knowledge and practice

	Standard
6.4.1	Consistently, systematically and critically review all aspects of practice to improve student learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ conducting regular reviews of research to inform knowledge and understanding of effective teaching practice ■ conducting regular and systematic reviews of current teaching and learning programs and practices, using evidence of student achievement that has been generated both internally and externally.
6.4.2	Evaluate and address the professional learning needs of colleagues with reference to the professional standards framework.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues to identify their professional development needs that are based on their current practice, current professional learning, student assessment data and also referenced to the Professional Teaching Standards ■ working with colleagues, including new scheme teachers and teacher education students, on the relevance of the Professional Teaching Standards to their practice and career stage.
6.4.3	Identify, promote and evaluate personal professional development opportunities for colleagues to ensure engagement in purposeful and ongoing professional learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working collaboratively with colleagues to identify the most appropriate professional learning activities to undertake that will meet their professional learning needs.
6.4.4	Critically review research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ maintaining knowledge of current research into effective teaching and evaluating this research with respect to teaching practice and student assessment data ■ drawing on knowledge of research in best practice and fostering a philosophy of education that promotes student learning and is supported by evidence-based research.

ELEMENT 6

Teachers continually improve their professional knowledge and practice

	Standard
6.4.5	Initiate or lead strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ using knowledge and skills to encourage the sharing of successful practices to support a culture of collegiality and effective collaboration and communication among colleagues ■ using knowledge and skills to provide effective feedback to new scheme teachers and teacher education students about their practice.
6.4.6	Organise, promote and deliver professional development through participation in professional networks or associations.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ arranging and providing teacher professional development activities through an active participation in, for example, professional associations, professional networks, the school and/or system.
6.4.7	Take a leadership role in professional networks or associations and enhance the professional learning of teachers.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ drawing on and sharing with colleagues extensive professional knowledge gained from involvement in broader professional activities.
6.4.8	Make significant contributions to educational policy and practice at the school and in wider professional contexts.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ establishing, leading or actively participating in decision-making within and/or beyond the school.

Evidence Guide for Professional Leadership

ELEMENT 7

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

	Standard
7.4.1	Initiate processes to identify, understand and address parent and caregiver concerns about student learning and curriculum content.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ utilising expertise to develop formal mechanisms for seeking feedback from students, parents and caregivers on all aspects of student learning.
7.4.2	Initiate processes to establish two-way communication with parents and caregivers about school issues and student learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ utilising expertise to develop a range of strategies to improve communication with parents and caregivers ■ addressing issues raised by parents and caregivers constructively.
7.4.3	Draw upon the wider community for resources and materials to increase the relevance of teaching and learning across the school.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ developing effective collaborative partnerships with the local community ■ using, where appropriate, community partnerships to provide learning opportunities for students and teachers.
7.4.4	Take a leadership role in enhancing teacher knowledge and understanding about the school and local community.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues to promote the benefits of having positive links with the local community and using these to support teaching and learning.
7.4.5	Articulate and model ethical behaviour in all professional communication particularly in relation to confidentiality of student information.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ modelling exemplary ethical behaviour with respect to the confidentiality of student information in all communications with parents, caregivers and the community ■ modelling exemplary ethical behaviour with respect to information about colleagues.



ELEMENT 7

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

	Standard
7.4.6	Take a leadership role in presenting a positive image of the school in all communication and interactions with parents, caregivers, colleagues, industry and the local community.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ modelling standards of professional behaviour in written and verbal communication and in interactions with colleagues, parents, caregivers and the community.

