



# Experienced Teacher NSW & ACT Teachers

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## 2018 Evidence Guide

**The Independent Schools Teacher Accreditation Authority**

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## About This Document

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### PURPOSE AND AUDIENCE

This Guide is designed to assist NSW and ACT teachers to understand the ISTAA Standards for Experienced Teachers and undertake the accreditation process for accreditation at the level of Experienced Teacher.

The Guide has been written for teachers who are planning to apply for accreditation, and for school personnel who will be supporting the teachers to meet the descriptors and to collect evidence for the submission of their application for accreditation.

Specifically, the Experienced Teacher descriptors, actions and evidence examples in the Guide are intended to:

- assist understanding of each descriptor
- provide a range of the types of evidence that may be submitted
- support fair and transparent judgments of evidence by the ISTAA Assessment Panel

### TEACHING CONTEXT

Teachers conduct their professional duties in a variety of settings such as primary or secondary classrooms, in outdoor and indoor facilities, using a wide variety of approaches and methods. The range, developmental stages and backgrounds of students in a class influence the choices teachers make about such aspects as pedagogy, resources and classroom activities.

Together these factors influence the types of evidence teachers may collect in the course of their professional lives to demonstrate Experienced Teacher standards/descriptors. As far as possible, the **Suggested Types of Evidence** outlined in this Guide for each descriptor have taken into account the range of contexts in which teachers carry out their professional responsibilities.

### USING THE EVIDENCE GUIDE

#### Format of the Evidence Guide

The **Evidence Guide** is organised as follows:

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Descriptors	Actions	Suggested Types of Evidence
<p><i>“Descriptors identify the components of quality teaching. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement to create teaching environments in which learning is valued.” (National Professional Standards for Teachers, 2011). There are in total thirty-seven Descriptors that are organised into seven Standards. Each Descriptor is addressed in this Guide.</i></p>	<p>The actions describe actions teachers have to perform to demonstrate they have met a Descriptor</p> <p>These actions describe the types of knowledge, practices and behaviours that are representative of teachers at the level of Experienced Teacher.</p> <p>Some Descriptors have more than one action. In these cases teachers must select <b>the action or actions</b> that best suit their teaching role and school context to fully demonstrate the Descriptor.</p>	<p>This section of the document details the types of evidence that can demonstrate the achievement of the Descriptors.</p> <p>For some Descriptors there are optional types of evidence that can be submitted. Teachers are to select the <b>one</b> option that is most appropriate to their teaching context.</p>

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## Suggested Types of Evidence

The Guide includes types of evidence that can be used to demonstrate to the ISTAA Assessment Panel that the Professional Standards for Experienced Teachers have been met. The types of evidence included in this Guide are not definitive. If teachers have another type of evidence not listed in this Guide, they may speak to their supervisor to ascertain its suitability as evidence for the selected descriptor or descriptors.

**Teachers only need to demonstrate the relevant actions and to submit one of the alternative types of suggested evidence.**

Types of evidence may include:

- teaching and learning programs
- courses
- units of work
- teaching and learning activities
- assessment tasks and tools
- student work samples
- video footage and audio recordings
- student records of achievement
- student reports
- photographs
- evaluations of courses or teaching programs
- written and digital communication such as notes, emails, blog entries and invitations
- certificates or records of attendance at professional development courses
- teachers' notes, agendas and minutes of professional meetings
- school newsletters, magazine or intranet articles, contributions to publications and conferences
- references
- testimonials
- communication and correspondence documentation

**EXAMPLE**

Detailed below is Descriptor 1.1 as it appears in the Evidence Guide. The shaded section underneath provides an explanation of how to interpret the **Actions** and **Suggested Types of Evidence** sections.

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 1.1 Select teaching strategies based on an assessment of students' physical or social or intellectual development and characteristics to improve student learning.</p>	<p>a. Assesses students' physical or social or intellectual development and characteristics using informal and/or formal assessment information.</p> <p>b. Selects and implements differentiated learning strategies which are based on information gained about all or one students' physical or social or intellectual development and characteristics.</p>	<p>1. A program, course, unit of work or sequence of teaching and learning activities that has been <b>designed and implemented by the teacher</b> and includes differentiated strategies to support all students' physical, social or intellectual needs based on information gathered about the students and includes: a rationale for the selection of the teaching strategies <b>AND</b> notes about students' physical or social or intellectual development and characteristics</p> <p><b>OR</b></p> <p>2. An individualised teaching and learning program that has been <b>designed and implemented by the teacher</b>, and includes: a rationale for the selection of the teaching strategies in the program <b>AND</b> teaching strategies selected specifically to address the student's physical, social or intellectual needs <b>AND</b> notes about a student's physical or social or intellectual development and characteristics.</p>
	<p>Teachers must select <b>those actions</b> that best suit their teaching role and school context to fully demonstrate the descriptor.</p>	<p>Teachers must select <b>one</b> of the two alternative types of evidence to demonstrate the descriptor. The alternative types of evidence are separated by <b>OR</b>. A type of evidence may contain several parts. In this case all parts must be submitted in the evidence for the teacher to fully demonstrate the descriptor. This evidence will need to be annotated.</p>

## Guidelines for Evidence

### DETAILS OF EVIDENCE

Teachers need to read this **Evidence Guide** for details of the actions they can perform and the **Suggested Types of Evidence** that can be used to demonstrate each Descriptor.

Descriptors requiring evidence						Descriptors addressed in the Testimonial*	
Standard 1	Standard 2	Standard 3	Standard 5	Standard 6	Standard 7	Standard 3*	Standard 4*
1.1	2.1	3.2	5.1	6.1	7.1	2.6	4.1
1.2	2.2	3.3	5.2	6.2	7.2	3.1	4.2
1.3	2.3	3.4	5.3	6.3	7.3	3.5	4.3
1.4	2.4	3.6	5.4	6.4	7.4		4.4
1.5	2.5	3.7	5.5				4.5
1.6							

**References (optional):** Teachers may include written references that address **in total no more than 4 descriptors**. Referees may include the head of school, the supervisor, colleagues, an executive member of the professional community or a parent. The referee must write a reference only for those descriptors that relate directly to their professional relationship with the teacher.

**References may address one or more of the descriptors in Standard 6 and 7.4. When a reference is provided as evidence for a descriptor, no further annotations or pieces of evidence are required.**

\* **Testimonial (mandatory):** Teachers are to include a testimonial based on **direct observation of the classroom practice in at least two different lessons** by the head of school or the head's nominee.

The testimonial is to be signed by the head of school. It is expected that the teacher will be observed **at least twice**; up to three lessons could be observed to gather information to be included in the testimonial.

The only **descriptors to be addressed in the testimonial** are in Standards 2, 3, and 4. For these eight descriptors covered in the testimonial, no other annotations or evidence are required. The testimonial is to be typed on the proformas. The proforma can be downloaded from the Experienced Teacher digital portfolio page of the AIS website.

Evidence for descriptors 3.7, 7.1, 7.2 and 7.3 will be in the form of a **Head of School Report**. Descriptor 5.5 will be **partially demonstrated** by the head of school's acknowledgement in the head of school report.

Descriptors **1.1, 1.2, 1.5 and 2.2** require the teacher to design and implement the suggested type of evidence:

**Descriptor 1.4** If you do not teach Aboriginal and Torres Strait Islander students during the evidence collection period your principal can sign the statement in the Declaration of Authenticity to this effect. No evidence is required if the principal signs the statement.

### ANNOTATING EVIDENCE

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To 'annotate' is to write explanatory notes about how the item of evidence demonstrates the Experienced Teacher descriptor.

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### General information

- **Most** items of evidence must be annotated. References, the testimonial and Head of School Report do not require an annotation.
- All claims made in annotations must be **supported by evidence**.
- Annotations are **not** evidence and will not be accepted as evidence. **Evidence included in annotations will not be assessed**.
- Evaluations, notes about students, annotated bibliographies etc. must be included with the evidence, **not** as part of the annotations.
- The annotations must be created by the teacher applying for accreditation.

### Annotations

- Annotations must include a **clear and precise explanation** of how the item or part of the item demonstrates the teacher has met the descriptor.
- Descriptors requiring an annotation must have their own annotation. Do not group annotations for one item of evidence into one paragraph or essay.
- Annotations need to be succinct. A paragraph per descriptor is sufficient.
- Annotations must not be written on the actual evidence.

### Format of annotations

- Descriptors being demonstrated in one item of evidence are not to be listed at the beginning of the item.
- At the point in the item where the evidence is located, the number of the descriptor must be specified and an arrow is to be located in the left-hand or right-hand margin to indicate the location of the evidence.
- The number of the descriptor may be inserted digitally as Comments using Microsoft® Word or in text boxes.
- Annotations for videos may be typed or inserted as voice-overs, text before or after a sequence, or as subtitles.

## ADDITIONAL INFORMATION ABOUT THE TYPES OF EVIDENCE

### Teaching programs/units of work

- Teaching programs, courses and units of work must show evidence of currency (e.g. year of implementation) and that they are working documents. Ongoing notes or comments hand-written or digitally recorded on the program or unit of work also indicates that the teacher has used the document. Sign off by the teacher including a signature and date indicates the program or unit of work has been implemented.
- Applicants must submit teaching and learning programs, units of work and/or activities **they have designed, implemented and evaluated where this is specified in the Suggested Types of Evidence**. Applicants who submit as evidence teaching programs or units of work designed by another teacher or in collaboration with one or more teachers will be deemed as not meeting the descriptor/s and will be required to submit additional evidence.

- Teaching programs created by teachers and sold through commercial suppliers are not acceptable as evidence.
- Photocopied material from text books, materials created by other teachers and the Internet must be referenced.

### Testimonial

- For those descriptors that must be demonstrated to an observer, only one item of evidence, **testimonial**, is listed in the Suggested Types of Evidence column. No other evidence is required. The testimonial does not require an annotation.
- The Experienced Teacher actions are actions that can assist teachers to demonstrate they are meeting the descriptor when being observed.
- Teachers who write testimonials should refer to the actions for some of the ways a teacher can demonstrate the descriptors. Descriptions of how a teacher meets the descriptor should include two specific examples of what the observer saw the teacher doing in his or her classroom for each descriptor. All comments need to specifically address the descriptor. If the testimonial does not describe **at least two specific actions observed in a teacher's classroom**, the descriptor will be deemed **not met**. In this case the testimonial writer will be requested to send more details as to how the teacher demonstrated the descriptor.
- Quoting Experienced Teacher descriptors as specific examples is not acceptable as evidence.
- If the descriptors included in the testimonial are not demonstrated, teachers will have to submit another testimonial signed by the principal for those descriptors, by 7th December 2018.
- Applicants are not to write their own testimonial. If a testimonial is identified by the assessment panel as being written by an applicant, it will not be assessed. The principal will be requested to provide a signed testimonial written by the observer.
- **One testimonial is to be included. This is to be completed by only one person.**
- The testimonial template, advice for testimonial writers and an example are available on the Experienced Teacher section of the AIS website.

### Professional development

- Providing a brochure or invoice for a professional development session is not satisfactory evidence for demonstrating attendance.
- Records and certificates of attendance at professional development sessions must include the teacher's name, date of attendance and name of organisation that provided the professional development.

### References

- Teachers may demonstrate a maximum of 4 descriptors in Standards 6 and/or 7 using references.
- Referees must include all the information specified on the template for the reference to be a valid item of evidence. Referees must use the ISTAA template provided. If a reference for a descriptor does not provide sufficient details of how the teacher demonstrated the descriptor, the descriptor will be assessed as **not met**. Teachers will be required to provide additional evidence for the descriptor. References may not be submitted as additional evidence.
- Advice for reference writers is available on the Experienced Teacher section of the AIS website.

## Other types of evidence

1. Student work samples, evaluations and self-reflection sheets included as evidence are to be completed by the students. In these instances, blank templates are not acceptable evidence.
2. Copies of articles from the web, journals and notes distributed by presenters, academics etc. **must not** be included as evidence.
3. If submitting **video material**, it is to be edited to no more than 5 minutes and it must be accompanied by an annotation. Longer videos will not be assessed.

## Aboriginal and Torres Strait Islander students

**Descriptor 1.4** If you do not teach Aboriginal and Torres Strait Islander students during the evidence collection period your principal can sign the statement in the Declaration of Authenticity to this effect. No evidence is required if the principal signs the statement.

All applicants are required to submit evidence for descriptor 2.4.

## How much evidence

- Different parts of a program or unit of work, such as lesson plans, lesson sequences, teaching and learning activities, assessment items or reflections and evaluations, can be used as separate items of evidence. If parts of a program or unit of work are submitted together they will be counted as one item of evidence.
- For each Descriptor, teachers must submit **one** type of evidence. Where the type of evidence suggested in the Guide includes a number of parts; all parts must be submitted for the teacher to fully demonstrate the Descriptor.
- When one item of evidence is used to demonstrate a number of Descriptors, the teacher must make sure that:
  - any one item does not demonstrate **more than five** Descriptors
  - the item contains sufficient comprehensive evidence for each Descriptor being demonstrated
  - the location of each Descriptor is precisely identified in the item
  - each Descriptor is individually annotated
- Some Descriptors include the word “range”, for example a broad *range* of strategies. Some Descriptors include the word “variety”. In the context of this **Evidence Guide, range and variety mean three examples.**

## Time frame for collection of evidence

- The items of evidence may be collected at any time from Wednesday 26<sup>th</sup> April 2017 until 4pm Friday 7<sup>th</sup> September 2018.

## Format

- If material that is submitted contains items that were originally hand written, the handwriting must be legible. Photocopied and scanned materials must be able to be read clearly.
- All students', parents' and colleagues' surnames must be removed from items such as work samples, record sheets, reports, e-mails and letters. Alternately you may refer to *Student X* or *Teacher A* consistently throughout the item. If names have not been removed from one or more items of evidence the principal of the school will be contacted regarding the privacy issue.
- The report, testimonial and optional references must be completed on the proformas provided. These documents do not need to be annotated. The signed documents are uploaded to the applicant's digital portfolio.



A **glossary** containing definitions of terms used throughout the **Evidence Guide** is provided on the Digital Portfolio web page

<http://www.aisnsw.edu.au/Services/TeacherAccred/ISTAA/expteacher/Pages/expt-digital-portfolio.aspx> .

\* **Note:** for words in the Evidence Guide that are marked with an asterisk (\*) the glossary should be consulted.

## ITEMS TO INCLUDE IN YOUR SUBMISSION

Your evidence needs to include the following items. These documents must be uploaded to the applicant's digital portfolio.

- ❑ **Declaration of Authenticity:** Must be signed by the applicant and head of school.
- ❑ **Testimonial:** Based on direct observation of the applicant's teaching. Completed by the head of school or head's nominee. Must be signed by the head of school.
- ❑ **References (optional):** References that address a maximum of 4 descriptors can be used as part of the evidence. Referees may include the head of school, supervisor, colleagues and executive members of the school or a parent.
- ❑ **Report from the Head of School:** Written by the head of school for descriptors 3.3, 5.5, 7.1, 7.2 and 7.3. Optional comments can be included about the applicant related to Standards 1 – 6 and descriptor 7.4.

The templates for these documents are available on the Digital Portfolio page on the Experienced Teacher section of the AIS website.

Professional Standards for Experienced Teacher		
Domains of Teaching	Standards	Focus areas and Descriptors
Professional Knowledge	<ul style="list-style-type: none"> <li>• Know students and how they learn</li> <li>• Know the content and how to teach it</li> </ul>	Refer to pages 10 – 21
Professional Practice	<ul style="list-style-type: none"> <li>• Plan for and implement effective teaching and learning</li> <li>• Create and maintain supportive and safe learning environments</li> <li>• Assess, provide feedback and report on student learning</li> </ul>	Refer to pages 22 – 37
Professional Engagement	<ul style="list-style-type: none"> <li>• Engage in professional learning</li> <li>• Engage professionally with colleagues, parents/carers and the community</li> </ul>	Refer to pages 38 – 45

**STANDARD 1: Know students and how they learn**

**Focus Area: Physical, social and intellectual development and characteristics of students**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 1.1 Select teaching strategies based on an assessment of students' physical or social or intellectual development and characteristics to improve student learning.</p>	<p>a. Assesses students' physical or social or intellectual development and characteristics.</p> <p>b. Implements differentiated teaching programs, units of work, teaching and learning activities or strategies which address students' physical or social or intellectual development and characteristics.</p>	<p>1. A program, course, unit of work or sequence of teaching and learning activities that has been <b>designed and implemented by the teacher</b> that includes differentiated strategies to support students' physical, social or intellectual needs based on information gathered about the students and includes:</p> <ul style="list-style-type: none"> <li>• a rationale for the selection of the teaching strategies</li> <li>• notes about students' physical or social or intellectual development and characteristics.</li> </ul> <p><b>OR</b></p> <p>2. An individualised teaching and learning program that has been <b>designed and implemented by the teacher</b>, and includes:</p> <ul style="list-style-type: none"> <li>• a rationale for the selection of the teaching strategies in the program</li> <li>• teaching strategies selected specifically to address the students' physical, social or intellectual needs</li> <li>• notes about a student's physical or social or intellectual development and characteristics.</li> </ul>

**STANDARD 1: Know students and how they learn**

**Focus Area: Understand how students learn**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Suggested Types of Evidence</b>
ET 1.2 Design teaching and learning programs using research or information provided by colleagues about how students learn.	<ul style="list-style-type: none"><li>a. Researches ways their students learn.</li><li>b. Records information sourced from colleagues about promoters and blockers to learning faced by their students and how these can be addressed in your school and/or classroom context.</li><li>c. Designs teaching and learning programs based on information gathered about how their students learn.</li></ul>	<p>A program, course, unit of work or sequence of teaching and learning activities that has been <b>designed and implemented by the teacher</b> and is aligned to ways your students learn and includes:</p> <ul style="list-style-type: none"><li>a <b>record</b> of communication with colleagues about how students learn</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>an annotated bibliography of an annotated bibliography of two to five researched articles that are relevant to how your students may learn</li></ul> <p><b>AND</b></p> <ul style="list-style-type: none"><li>a rationale for the selection of the teaching strategies based on information sourced from research or colleagues about how students learn.</li></ul>

**STANDARD 1: Know students and how they learn**

**Focus Area: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 1.3 Implement* and evaluate* the effectiveness of teaching strategies that have been designed to be responsive to the learning strengths and needs of students from diverse linguistic or cultural or religious or socioeconomic backgrounds.</p>	<p>a. Gathers and records information about learning strengths and needs of their students through meetings or correspondence with people such as students, parents and caregivers, counselors or learning support personnel or by accessing school records or by surveying or observing students.</p> <p>b. Implements programs, courses, units of work or specific teaching and learning activities that include selected teaching strategies based on the knowledge gained about learning strengths and needs of their students.</p> <p>c. Evaluates the effectiveness of teaching strategies that have been selected and implemented in response to their students' learning strengths and needs.</p>	<p>A program, course, unit of work or sequence of teaching and learning activities that includes:</p> <ul style="list-style-type: none"> <li>• notes about your students' learning strengths and needs gathered from colleagues and/or members of the community of your school if applicable</li> <li>• teaching strategies that have been differentiated by the teacher based on the learning strengths and needs of your students and that are aligned with information recorded in the notes about learning strengths and needs of your students</li> <li>• an evaluation of the effectiveness of implementing the selected teaching strategies in meeting learning strengths and needs of your students.</li> </ul>

**STANDARD 1: Know students and how they learn**

**Focus Area: Strategies for teaching Aboriginal and Torres Strait Islander students**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 1.4 Implement* and evaluate* effective teaching strategies that are designed to be responsive to the home community or cultural setting, linguistic background or histories of Aboriginal and Torres Strait Islander students.*</p> <p><i>See notes on page 5 and 8 if you do not teach Aboriginal and Torres Strait Islander students in the evidence collection period.</i></p>	<p>a. Gathers and records information about the home community or cultural setting, linguistic background or histories of Aboriginal and Torres Strait Islander students from relevant people such as supervisors, colleagues, itinerant teachers, elders of Aboriginal communities, educational consultants and academics and other relevant professionals and/or educational journals, brochures, websites and/or professional development courses.</p> <p>b. Implements effective teaching strategies that are designed to be responsive to the home community or cultural setting, linguistic background or histories of Aboriginal and Torres Strait Islander students.</p> <p>c. Evaluates the effectiveness of teaching strategies that have been selected and implemented to be responsive to the home community or cultural setting, linguistic background or histories of Aboriginal and Torres Strait Islander students.</p>	<p>A program, course, unit of work or sequence of teaching and learning activities that includes:</p> <ul style="list-style-type: none"> <li>• notes about students' local community or cultural setting, linguistic background or histories of Aboriginal and Torres Strait Islander students</li> <li>• a bibliography of references that informed the teaching and learning activities/strategies</li> <li>• effective teaching strategies that are designed to be responsive to the student's home community or cultural setting, linguistic background or histories of Aboriginal and Torres Strait Islander students</li> <li>• an evaluation of the effectiveness of the selected teaching strategies.</li> </ul>

**STANDARD 1: Know students and how they learn**

**Focus Area: Differentiate teaching to meet the specific learning needs of students across the full range of abilities**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 1.5 Design and implement a range of teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>	<p>a. Accesses information about the specific learning needs of students using assessment for, as and of learning strategies such as informal, formal, diagnostic, formative or summative.</p> <p>b. Designs and implements a range of differentiated teaching strategies that are based on information gained about the specific learning needs of your students. These include teaching and learning activities for mainstream students and students with different needs to these students.</p>	<p>1. Notes about all the students in a class and selected group’s specific learning needs gained as the result of formal or informal assessment or from support teachers or school records.</p> <p><b>AND</b></p> <p>A range of teaching and learning strategies, <b>designed and implemented by the teacher</b>, that cater for all students, including those with specific learning needs as recorded in the notes.</p> <p><b>OR</b></p> <p>2. Notes about all the students in a class gathered as the result of formal or informal assessment or from support teachers or school records.</p> <p><b>AND</b></p> <p>Student work samples that demonstrate that differentiated strategies that were used to cater for all students, including students with specific learning needs as recorded in the notes.</p>

**STANDARD 1: Know students and how they learn**

**Focus area: Strategies to support full participation of students with disability**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 1.6 Implement and evaluate teaching activities that have been designed to support the participation and learning of students with disability* and address relevant policy and legislative requirements.</p>	<p>a. Accesses information about the specific learning needs of students with disability and the relevant school and legislative requirements.</p> <p>b. Communicates with parents/carers of student(s) with disability to ask them about effective strategies that assists their child's learning.</p> <p>c. Implements teaching activities that have been selected by the teacher to support the access and participation and learning of students with disability.</p> <p>d. Organises the classroom and manages students so that the environment is inclusive of the learning needs of students with disability.</p> <p>e. Evaluates the effectiveness of teaching activities in meeting the learning needs of students with disability.</p>	<p>A program, course, unit of work or sequence of teaching and learning activities that includes adjustments outlined in one or more of the students' individual plans or an individual plan that has been implemented by the teacher to support the access and participation of the student with a disability and includes:</p> <ul style="list-style-type: none"> <li>• notes from colleagues, parents/carers and support services about students' disabilities and how to support these students so that they can learn effectively</li> </ul> <p><b>AND</b></p> <p>An evaluation of the effectiveness of the selected teaching strategies in:</p> <ul style="list-style-type: none"> <li>• supporting the access, participation and learning of students with disabilities</li> <li>• addressing relevant policy and legislative requirements.</li> </ul>

**STANDARD 2: Know the content and how to teach it**

**Focus Area: Content and teaching strategies of the teaching area**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 2.1 Select implement and evaluate teaching strategies that incorporate content knowledge of the teaching area.</p>	<p>a. Selects and implements a range of teaching strategies for a specific teaching area.</p> <p>b. Explains in the program or unit of work overview or rationale how the teaching strategies incorporate relevant content knowledge.</p> <p>c. Gathers student feedback and/or pre- and post-assessment data about how the teaching strategies assisted students to learn the content knowledge of the teaching area and then uses this information to evaluate the selected teaching strategies.</p>	<p>A program, course or unit of work that includes:</p> <ul style="list-style-type: none"> <li>• an overview or rationale explaining how the teaching strategies incorporate relevant content knowledge of the teaching area</li> <li>• An evaluation of teaching strategies implemented by the teacher that incorporate content knowledge of the teaching area, based on an analysis of the data.</li> </ul> <p><b>AND</b></p> <p>Student feedback and/or pre- and post-assessment data that demonstrates how student learning of content was assisted by teaching strategies implemented.</p>



**STANDARD 2: Know the content and how to teach it**

**Focus Area: Content selection and organisation**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Suggested Types of Evidence</b>
ET 2.2 Design and implement teaching and learning programs in which the content is coherent and well sequenced*.	Designs and implements teaching and learning programs, courses or units of work in which the content is organised coherently and the sequencing shows logical progression from simple to complex, facts to concepts or pre-existing to new knowledge and skills.	A program, course or unit of work that is <b>designed and implemented by the teacher</b> that includes a rationale that explains how the content has been sequenced so it is coherent and well sequenced.  <b>AND</b> A sequence of detailed teaching and learning activities in which the content is coherent and well sequenced.

**STANDARD 2: Know the content and how to teach it**

**Focus Area: Curriculum, Assessment and reporting**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 2.3 Implement and evaluate teaching and learning programs that are designed using knowledge of curriculum, assessment and reporting requirements.</p>	<p>Implements teaching and learning programs or units of work that are based on knowledge of:</p> <ul style="list-style-type: none"> <li>• the relevant curriculum documents</li> <li>• curriculum and school based assessment requirements</li> <li>• policies for reporting student achievement.</li> </ul>	<p>A teaching and learning program or unit of work that demonstrates the use of curriculum documents and school and/or faculty/stage policies for assessment and reporting, clearly marked to show where they reflect these requirements.</p> <p><b>AND</b></p> <p>An evaluation of the program or unit of work in terms of the extent to which it effectively met the:</p> <ul style="list-style-type: none"> <li>• requirements of the relevant curriculum documents</li> <li>• assessment and reporting requirements (in school policies and/or curriculum documents)</li> </ul> <p>and includes the teachers' suggested modifications for further improvement if relevant.</p>

**STANDARD 2: Know the content and how to teach it**

**Focus Area: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 2.4 Design and implement activities that enable students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages.</p>	<ul style="list-style-type: none"> <li>a. Designs and implements activities that develop students' understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or language.</li> <li>b. Consults with members of the local Aboriginal community or undertakes professional development or completes professional reading to develop an understanding of culturally sensitive and appropriate ways of teaching students about Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>c. Enriches the classroom environment by displaying positive affirmations of Aboriginal and Torres Strait Islander histories, cultures and art relevant to the subject.</li> <li>d. Gathers feedback from students about how the activities deepened their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages.</li> </ul>	<p>A teaching and learning program or a unit of work or a sequence of activities that focus on developing an understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p><b>AND</b></p> <p>An analysis and /or summary of student feedback surveys or student work samples that demonstrate how the students have developed their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages.</p>

**STANDARD 2: Know the content and how to teach it**

**Focus Area: Literacy and numeracy strategies**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Suggested Types of Evidence</b>
<p>ET 2.5 Design and implement effective teaching strategies to support students' literacy* or numeracy* achievement.</p>	<p>a. Researches and records information about literacy or numeracy strategies and their potential impact on student achievement from sources such as: educational journals, websites, professional development courses or support personnel such as an ESL teacher or a teacher's aide.</p> <p>a. Implements and evaluates literacy and numeracy strategies that provide opportunities for students to enhance their achievement.</p>	<p>Teaching programs, units of work or sequences of teaching and learning activities that include:</p> <ul style="list-style-type: none"> <li>• at least one specific <b>literacy</b> or one specific <b>numeracy</b> teaching and learning strategy <b>based on researched information</b></li> <li>• student work samples that demonstrate how at least one specific <b>literacy</b> or one specific <b>numeracy</b> teaching and learning strategy have been implemented</li> <li>• researched information about strategies for teaching literacy or numeracy to such students in the form of:               <ul style="list-style-type: none"> <li>an annotated bibliography of at least one researched article</li> </ul> </li> </ul> <p><b>OR</b></p> <p>notes provided by one or more colleagues or other relevant professionals</p> <p><b>OR</b></p> <p>certificate from and notes taken from at least one professional development course.</p>

**STANDARD 2: Know the content and how to teach it**

**Focus Area: Information and Communication Technology (ICT)**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Type of Evidence</b>
ET 2.6 Select and implement effective teaching strategies to integrate ICT* into teaching and learning programs to make selected content relevant.	<ul style="list-style-type: none"><li>a. Selects and implements teaching strategies that involve student use of ICT to engage them in the content and promote learning.</li><li>b. Gathers and evaluates information from students about how using ICT has made the learning of the content relevant to them.</li></ul>	Testimonial.

**STANDARD 3: Plan for and implement effective teaching and learning**

**Focus Area: Establish challenging learning goals**

ET Descriptor	Actions	Type of Evidence
<p>ET 3.1 Design and implement learning activities for all students based on explicit, challenging and achievable learning goals.</p>	<ol style="list-style-type: none"> <li>a. Explicitly articulates challenging yet realistic and achievable goals in teaching and learning activities.</li> <li>b. Describes both concepts and/or skills that the teacher expects the students will attain by engaging in the activity.</li> <li>c. Uses clearly articulated, challenging and achievable goals as the basis to designing and implementing learning activities.</li> <li>d. Analyses student achievement in relation to the learning goals to determine the extent to which the goals were challenging and achievable.</li> </ol>	<p>Testimonial.</p>

**STANDARD 3: Plan for and implement effective teaching and learning**

**Focus Area: Plan, structure and sequence learning programs**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 3.2 Implement and evaluate well-structured teaching and learning programs or lesson sequences that engage students and promote learning.</p>	<ol style="list-style-type: none"> <li>a. Implements a program, course, unit of work or sequence of lessons that has taken into account the students'                             <ul style="list-style-type: none"> <li>• interests</li> <li>• context (age, stage of development and/or background)</li> <li>• approaches to learning</li> <li>• learning needs.</li> </ul> </li> <li>b. Evaluates a program, course, unit of work or sequence of lessons in terms of the factors stated in (a), using student assessment data and/or student work samples to draw a conclusion.</li> </ol>	<p>A program, course, unit of work or sequence of lessons, implemented by the teacher that includes:</p> <ul style="list-style-type: none"> <li>• a clear sequence of activities that have been selected to engage and support the learning of all students within a class or cohort</li> <li>• an evaluation of the extent to which the program, course, unit of work or sequence of lessons is well structured, engaged students and assisted them to achieve the learning outcomes.</li> </ul>

**STANDARD 3: Plan for and implement effective teaching and learning**

**Focus Area: Use teaching strategies**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 3.3 Select and implement a range of teaching strategies to develop students' knowledge, skills, problem solving and critical and creative thinking.</p>	<p>a. Selects a range of pedagogies for groups, the whole class or individuals that are designed to develop students'</p> <ul style="list-style-type: none"> <li>• content knowledge</li> <li>• skills</li> <li>• problem solving</li> <li>• critical thinking</li> <li>• creative thinking.</li> </ul> <p>b. Effectively implements these strategies within the classroom.</p>	<p>1. A program, course, unit of work or sequence of teaching and learning activities, selected by the teacher that includes identified examples of different teaching strategies that develop students'</p> <ul style="list-style-type: none"> <li>• content knowledge</li> <li>• skills</li> <li>• problem solving</li> <li>• critical thinking</li> <li>• creative thinking.</li> </ul> <p><b>OR</b></p> <p>2. Student work samples from teaching and learning activities that include identified examples of different teaching strategies that develop students'</p> <ul style="list-style-type: none"> <li>• content knowledge</li> <li>• skills</li> <li>• problem solving</li> <li>• critical thinking</li> <li>• creative thinking.</li> </ul> <p><b>Note:</b> the teaching strategies must be clearly identified and demonstrate opportunities for students to develop <b>each</b> of the knowledge and skills in the bulleted list.</p>

**STANDARD 3: Plan for and implement effective teaching and learning**

**Focus Area: Select and use resources**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Suggested Types of Evidence</b>
<p>ET 3.4 Evaluate the implementation of a range of resources including ICT that have been selected or created to engage students in their learning.</p>	<p>a. Selects and/or creates a range of resources including ICT designed to engage students by being age-appropriate, suited to the context of the lesson and to the interests and skills of the students.</p> <p>b. Gathers and summarises information from students about how resources including ICT engaged them in their learning.</p> <p>c. Evaluates the effectiveness of a range of resources including ICT in terms of the way they assisted the students to engage in their learning.</p>	<p>1. A program, course, unit of work or sequence of teaching and learning activities, that include:</p> <ul style="list-style-type: none"> <li>• a range of resources including ICT that have been selected or created by the teacher</li> <li>• an evaluation by the teacher about the effectiveness of the resources including ICT in engaging students, based on information gathered in the classroom.</li> </ul> <p><b>OR</b></p> <p>2. A video of students showing them using a range of resources including ICT that have been selected or created by the teacher.</p> <p><b>AND</b></p> <p>An evaluation by the teacher about the effectiveness of the resources including ICT in engaging students, based on information gathered in the classroom.</p>



**STANDARD 3: Plan for and implement effective teaching and learning**

**Focus Area: Use effective classroom communication**

ET Descriptor	Actions	Types of Evidence
<p>ET 3.5 Use effective verbal and *non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>	<p>Demonstrates the use of verbal and non-verbal communication strategies in the classroom.</p> <p>Examples of non-verbal communication include:</p> <ul style="list-style-type: none"> <li>• hand or eye movements, eye contact, facial expressions, hand gestures, the use of body and face movements to communicate, use of visual cues/signals, pause and wait time</li> <li>• use of advanced organisers</li> <li>• non-verbal cues that impact positively on student engagement and/or behavior, e.g. proximity i.e. where teachers stand/sit</li> <li>• model or show by example a skill or desired outcome of student learning</li> </ul> <p>Verbal communication strategies include:</p> <ul style="list-style-type: none"> <li>• the use of grammatically acceptable and precise language, explanation and use of appropriate terms for the level and stage of the students</li> <li>• using the voice effectively, effective questioning and/or discussion techniques.</li> </ul>	<p>Testimonial.</p>

**STANDARD 3: Plan for and implement effective teaching and learning**

**Focus Area: Evaluate and improve teaching programs**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Suggested Types of Evidence</b>
ET 3.6 Evaluate and suggest modifications to teaching and learning programs based on information gained from student feedback and formal and informal student assessment data.	<ul style="list-style-type: none"><li>a. Records information gained from student assessment and student feedback.</li><li>b. Modifies, a program, unit of work, teaching and learning activities or lessons, taking into account student achievement of the learning goals and student feedback.</li></ul>	<p>Record of analysis of students' achievements based on formal and informal student assessment data and/or student feedback.</p> <p><b>AND</b></p> <p>An individual evaluation of a teaching and learning program, course or unit of work that includes suggested modifications or adjustments based on included formal and informal student assessment data and/ or student feedback.</p> <p><b>OR</b></p> <p>Notes from a meeting with colleagues where they collaboratively evaluated the effectiveness of teaching and learning programs, based on student assessment data and/or feedback and as a result, recommended appropriate program modifications.</p>

**STANDARD 3: Plan for and implement effective teaching and learning**

**Focus Area: Engage parents/carers in the educative process**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Type of Evidence</b>
ET 3.7 Provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	<ul style="list-style-type: none"><li>a. Provides opportunities for parents/carers to share their skills, knowledge and expertise in accordance with school protocols to enhance programs or units of work.</li><li>b. Uses established structures in the school (such as emails, newsletters and school websites) to encourage parents/carers to be involved in school and/or classroom activities.</li><li>c. Provides opportunities for parents/carers to be involved with students' learning at home through homework, assignments or surveys or interviews.</li><li>d. Develops a school-home initiative with parents/carers to support their child's: home study habits, goal setting and decision making with regards to learning and/or wellbeing that directly impacts on their learning e.g. improving attendance, working on anxiety issues that impact on student performance.</li></ul>	Head of school report.

**STANDARD 4: Create and maintain supportive and safe learning environments**

**Focus Area: Support student participation**

ET Descriptor	Actions	Types of Evidence
<p>ET: 4.1 Demonstrate inclusive and positive interactions to engage and support all students in classroom activities.</p>	<p>Implements strategies that demonstrate inclusive and positive interactions to engage and support all students in classroom activities for example:</p> <ul style="list-style-type: none"> <li>a. adequate wait time for all students to be able to respond</li> <li>b. collaborative and cooperative learning structures and tasks</li> <li>c. a positive acknowledgement of all student responses and achievement</li> <li>d. building and supporting rapport between students by developing an appreciation of a positive work ethic, good behaviour, politeness and positive language and tone</li> <li>e. promoting respect and appreciation of others by using strategies such as:               <ul style="list-style-type: none"> <li>i. using students' names</li> <li>ii. being respectful of significant events in students' lives</li> <li>iii. listening positively to students</li> <li>iv. acknowledging students' contributions</li> <li>v. supporting students to respond in an appropriate manner</li> <li>vi. being accessible to all students</li> <li>vii. displaying equitable amounts of time/engagement with individuals</li> </ul> </li> <li>viii. exhibiting a caring attitude and showing interest in all students</li> <li>ix. managing classroom discussion and group work to support inclusivity and student engagement.</li> </ul>	<p>Testimonial.</p>

**STANDARD 4: Create and maintain supportive and safe learning environments**

**Focus Area: Manage classroom activities**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Types of Evidence</b>
ET 4.2 Develop with students, orderly and workable routines that create an environment where the use of classroom time for learning is maximised.	Develops with students orderly and workable classroom routines, for example: <ul style="list-style-type: none"><li>a. negotiates with students classroom routines, materials and organisation</li><li>b. facilitates student understanding of the classroom protocols</li><li>c. discusses and establishes expected conduct of the students during activities</li><li>d. seeks student input into the variety of learning tasks to address learning goals</li><li>e. collaborates on effective time management strategies such as realistic time frames and a workable timetable</li><li>f. develops strategies for students to self-direct their learning</li><li>g. establishes with students explicit routines and reinforces them on a regular basis</li><li>h. sets realistic times frames for the completion of tasks and, where necessary, negotiates varying amounts of time for different students</li><li>i. works with students to ensure they understand what is expected both in relation to their learning and behaviour</li><li>j. provides resources and checks students know how to access and use resources to achieve the learning outcomes.</li></ul>	Testimonial.

**STANDARD 4: Create and maintain supportive and safe learning environments**

**Focus Area: Manage challenging behaviour**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Types of Evidence</b>
ET 4.3 Negotiate and establish with students clear expectations for appropriate student behaviour and consequences for challenging behaviour.	<p>Performs actions such as:</p> <ul style="list-style-type: none"><li>a. negotiates explicitly, in the classroom, with students parameters for appropriate behaviour</li><li>b. supports students in understanding their rights and responsibilities in the classroom and the consequences of behaving in an inappropriate and unacceptable manner</li><li>c. establishes, displays and implements clear expectations, protocols and/or rules and consequences</li><li>d. ensures that students can articulate negotiated and established rules and their understanding of the consequences of not following the rules</li><li>e. addresses discipline issues promptly, fairly and respectfully</li><li>f. shares with students disciplinary strategies to be used in the classroom, for example using the student's name, and then stating the issue and the consequences of continuing with the behaviour</li><li>g. responds to classroom discipline situations by utilising negotiated expectations for appropriate behaviour and consequences for challenging behaviour.</li></ul>	Testimonial.

**STANDARD 4: Create and maintain supportive and safe learning environments**

**Focus Area: Maintain student safety**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Types of Evidence</b>
<p>ET 4.4 Develop and implement strategies that ensure students' wellbeing and safety based on school and/or system, curriculum and legislative requirements.</p>	<p>Undertakes actions such as:</p> <ul style="list-style-type: none"> <li>a. develops and implements curriculum and legislative requirements such as Child Protection and Workplace, Health and Safety within the classroom or wider school environment</li> <li>b. develops and implements appropriate safety procedures, establishes clear classroom safety rules and guidelines, enforces them and constantly reminds students of safe behaviour and workplace practice</li> <li>c. develops and implements risk assessments with the students, recognises risks and reports them promptly to the appropriate personnel in the school</li> <li>d. maintains a physically clear classroom</li> <li>e. ensures student safety whilst engaged in hands-on practical tasks. Uses appropriate materials or resources that do not present a safety risk to the students</li> <li>f. addresses unsafe behaviour situations and students who are in distress or danger</li> <li>g. develops appropriate consequences for students failing to comply with safety rules</li> <li>h. develops and implements strategies to support student wellbeing within the classroom and the school.</li> </ul>	<p>Testimonial.</p>

**STANDARD 4: Create and maintain supportive and safe learning environments****Focus Area: Use ICT safely, responsibly and ethically**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Types of Evidence</b>
ET 4.5 Model for students and implement strategies to promote the safe, responsible and *ethical use of ICT in teaching and learning.	Takes actions such as: <ul style="list-style-type: none"><li>a. discusses with students ethical online conduct and sets clear limits about what is allowed and what is not allowed</li><li>b. models for students knowledge of the school's Acceptable Use Policy and works to help students understand it</li><li>c. models for students appropriate ICT safety procedures</li><li>d. identifies risks in student use of ICTs and minimises them</li><li>e. establishes clear ICT safety rules and guidelines for students and enforces them consistently</li><li>f. constructs and implements a set of realistic guidelines or implements the school's policy</li><li>g. models for students how to use clues in search result findings to discriminate between relevant and non-relevant sites</li><li>h. encourages discussion of ethical issues relating to the responsible and safe use of ICT</li><li>i. responds appropriately to the unsafe, irresponsible or unethical use of technology in line with the school policy</li><li>j. models respectful communication when using ICT</li><li>k. models and explicitly demonstrates how to acknowledge digital resources in presentations and resources.</li></ul>	Testimonial.



**STANDARD 5: Assess, provide feedback and report on student learning**

**Focus Area: Assess student learning**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Suggested Types of Evidence</b>
ET 5.1 Design and implement a range of diagnostic, formative and summative assessment strategies to assess student learning.	Designs and implements a range of diagnostic, formative and summative assessment i.e. assessment for, as and of learning strategies based on student learning goals.	<ol style="list-style-type: none"><li data-bbox="879 412 1428 770">1. A range of diagnostic, formative and summative i.e. assessment for, as and of learning assessment strategies designed either in collaboration with colleagues or individually by the teacher. These can be either included in a program, course or unit of work or lesson plan, if they provide sufficient detail or they may be the assessment tasks themselves that were given to students.</li></ol> <p data-bbox="879 792 927 824"><b>OR</b></p> <ol style="list-style-type: none"><li data-bbox="879 846 1428 1099">2. Student work samples that demonstrate the range of assessment strategies. Only one example of each type of assessment strategy needs to be included. Each example must be labelled as to the type of assessment strategy it is demonstrating.</li></ol>

**STANDARD 5: Assess, provide feedback and report on student learning**

**Focus Area: Provide feedback to students on their learning**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 5.2 Provide constructive feedback to students to promote learning and an understanding of their achievement relative to the learning goals.</p>	<ul style="list-style-type: none"> <li>a. Creates and uses assessment criteria/rubrics that provide students with constructive feedback about their achievements relative to the learning goals and areas for improvement.</li> <li>b. Provides constructive oral or written feedback to students based on work samples and assessment tasks in line with assessment criteria that reflect the learning goals.</li> <li>c. Provides feedback that assists students to understand their achievements and areas for improvement and is linked to the learning goals.</li> </ul>	<p>A formal or informal assessment task including assessment criteria or rubrics.</p> <p><b>AND</b></p> <p>Samples of work from different students that include constructive feedback from teachers about students' achievements relative to the learning goals and suggestions for improvement.</p> <p><b>OR</b></p> <p>Record of student conference detailing the feedback given to the student on their progress and achievement of the learning goals.</p>

**STANDARD 5: Assess, provide feedback and report on student learning**

**Focus Area: Make consistent and comparable judgments**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 5.3 Participate in and apply knowledge from assessment moderation* activities to make consistent and comparable judgements of student learning.</p>	<ul style="list-style-type: none"> <li>a. Participates in moderation activities that involve the discussion of student work samples, the development of benchmarks and the annotation and selection of work samples that represent the different levels of achievement.</li> <li>b. Applies knowledge gained from moderation activities to make accurate judgements about student work samples that are comparable with colleagues and reflective of the marking guidelines and benchmarks established prior to and during the moderation process.</li> <li>c. Compares and contrasts student work samples with standardised work samples to determine student learning in relation to goals or outcomes.</li> <li>d. Provides a rationale for the assessment of students' work in relation to the marking criteria and common understanding and application of the criteria.</li> </ul>	<p>A record of a moderation discussion/process such as notes made during moderation activity, digital communication, video of the discussion, annotated benchmark work samples.</p> <p><b>AND</b></p> <p>Annotated student work samples or records of observations of students' progress together with marking criteria or rubrics used in moderation activities that have supported consistent and comparable judgements of student learning by the teacher or teachers involved in the activity.</p> <p><b>OR</b></p> <p>Record of comparison of student work samples and standardised work samples together with conclusions drawn as to the level of student achievement relative to the curriculum outcomes.</p>

**STANDARD 5: Assess, provide feedback and report on student learning**

**Focus Area: Interpret student data**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Suggested Types of Evidence</b>
<p>ET 5.4 Use internal and/or external student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>	<p>a. Identifies gathers and analyses internal and/or external diagnostic, formative or summative student data to evaluate their understanding of subject/content.</p> <p>b. Makes adjustments to own teaching practice or includes interventions for specific students based on an analysis of the extent to which student learning has been achieved in internal and/or external diagnostic, formative or summative assessments.</p>	<p>1. An evaluation of a teaching program, course or unit of work that includes specific reference to student assessment data and suggested adjustments to one or more of the following: teaching activities, strategies, sequencing selection of content or interventions for specific students based on analysis of internal and/or external student diagnostic, formative or summative assessment data.</p> <p><b>OR</b></p> <p>2. An annotated teaching program, course or unit of work that includes adjustments to teaching activities, strategies, sequencing, selection of content or interventions for specific students based on analysis of internal and/or external student assessment data.</p> <p><b>AND</b></p> <p>A record of the specific assessment data that had been analysed to inform the adjustments or interventions.</p>

**STANDARD 5: Assess, provide feedback and report on student learning**

**Focus Area: Report on student achievement**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 5.5 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records in a timely and consistent manner using school protocols and procedures.</p>	<p>Writes reports that:</p> <ul style="list-style-type: none"> <li>a. are in accordance with school procedure and protocols</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>b. use appropriate language and terminology and are easily understood by the intended audience</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>c. accurately reflect student achievements</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>d. include constructive comments and, where appropriate, how students can improve their learning</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>e. are submitted in a timely manner</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>f. are respectful to students and parents/carers.</li> </ul>	<p>A report provided to parent/carers and students.</p> <p><b>AND</b></p> <p>An accurate, reliable and comprehensive records of student progress and achievement that have used to assist reporting and demonstrate consistency between the level of achievement and the report.</p> <p><b>OR</b></p> <p>A record of a three way conference involving the parents/carers, student and teacher, conducted to discuss student achievement.</p> <p><b>OR</b></p> <p>A record of a parent - teacher interview demonstrating accurate, respectful reporting of student achievement and identification of future learning goals and areas of improvement for the student.</p> <p><b>AND</b></p> <p>Acknowledgement in <b>head of school report</b> of teacher reporting in a timely manner to students and parents/carers.</p>

**STANDARD 6: Engage in professional learning**

**Focus Area: Identify and plan professional learning needs**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Suggested Types of Evidence</b>
ET 6.1 Use the Professional Standards for Experienced Teacher to reflect on current practice and identify and plan professional learning needs.	a. Reflects on current practice to identify areas for professional growth using the standards and descriptors for Experienced Teacher.  b. Develops a personal professional learning plan that includes professional learning activities and/or courses based on analysis of the standards and descriptors for Experienced Teacher.	1. Record of analysis of the Experienced Teacher standards and descriptors, identifying standards, focus areas and descriptors for professional learning <b>OR</b> Performance and review documentation that identifies goals for learning and areas for professional development that are linked to the Experienced Teacher descriptors <b>AND</b> A professional learning plan that is linked to the analysis of the Experienced Teacher standards and descriptors and identifies areas for professional learning. <b>OR</b> 2. Reference.

**STANDARD 6: Engage in professional learning**

**Focus Area: Engage in professional learning and improve practice**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 6.2 Evaluate professional learning undertaken to enhance knowledge and practice, targeted to professional needs and school priorities.</p>	<p>a. Undertakes professional learning linked to a personal professional learning plan based on analysis of the Professional Standards for Experienced Teacher.</p> <p>b. Identifies and participates in a range of professional learning activities that are targeted to professional needs and school priorities. This may include online courses, webinars, face to face courses, participation in a professional learning team, post-graduate study or professional reading.</p> <p>c. Evaluates professional learning in terms of the extent to which it enhances knowledge and practice.</p>	<p>1. Two certificates of participation in professional learning activities that were targeted to professional needs and school priorities.</p> <p><b>AND</b></p> <p>An evaluation of the effectiveness of the professional learning in terms of the extent to which knowledge and practice were enhanced.</p> <p><b>OR</b></p> <p>2. Two records of participation in school-based professional learning activities that were targeted to professional needs and school priorities.</p> <p><b>AND</b></p> <p>An evaluation of the effectiveness of the professional learning in terms of the extent to which knowledge and practice were enhanced.</p> <p><b>OR</b></p> <p>3. One certificate and one record of participation in school based professional learning activities as outlined in 1 and 2.</p> <p><b>AND</b></p> <p>An evaluation of the effectiveness of the professional learning in terms of the extent to which knowledge and practice were enhanced.</p> <p><b>OR</b></p> <p>4. Annotated bibliography of professional reading.</p> <p><b>AND</b></p> <p>An evaluation of the effectiveness of the professional learning in terms of the extent to which knowledge and practice were enhanced.</p> <p><b>OR</b></p> <p>5. Reference.</p>

**STANDARD 6: Engage in professional learning**

**Focus Area: Engage with colleagues and improve practice**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 6.3 Work with colleagues, giving and receiving constructive feedback, to improve professional knowledge and practice.</p>	<ul style="list-style-type: none"> <li>a. Contributes positively in a non-confrontational manner when disagreeing with another point of view; offers constructive and informed critique and suggestions.</li> <li>b. Demonstrates willingness to participate in formal and informal discussions with a range of colleagues to improve professional knowledge and practice.</li> <li>c. Participates in professional discussions to generate ideas and questions, contributes own thoughts on topics and actively listens to a range of colleagues.</li> <li>d. Gives and receives constructive feedback in forums such as networks/wikis/blogs within the school or wider education community.</li> <li>e. Seeks out constructive feedback and assistance from colleagues and applies this in practice to improve student outcomes.</li> <li>f. Works collaboratively with colleagues to review and evaluate teaching activities and strategies, write programs and units of work, generate ideas, pose and respond to questions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Agenda and minutes of meetings which describe in detail how the teacher worked with colleagues to improve professional knowledge and practice gave and received constructive feedback.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>2. A series of correspondence between the teacher and colleagues in which he or she gave and received constructive feedback so as to improve professional knowledge and practice.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>3. Video footage of the teacher at a meeting working with colleagues to improve professional knowledge and practice and giving and receiving constructive feedback.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>4. Record of lesson observation notes in which the applicant gave feedback to improve a colleague's practice and record of lesson observation in which the applicant received feedback to improve his or her practice.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>5. Record of participation in online discussions, courses or blogs or other virtual learning communities that demonstrates active contribution and the receipt of constructive feedback.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>6. Reference</li> </ul>



**STANDARD 6: Engage in professional learning**

**Focus Area: Apply professional learning and improve student learning**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 6.4 Apply professional learning that is designed to address identified student learning needs.</p>	<p>a. Identifies and participates in professional learning activities that are targeted to addressing identified student learning needs.</p> <p>b. Includes professional learning in subsequent professional practice to address identified student learning needs.</p>	<p>1. Notes on identified student learning needs for an individual, group or class of students.</p> <p><b>AND</b></p> <p>A record of attendance and/or certificate of attendance at professional learning course or school-based professional learning event.</p> <p><b>OR</b></p> <p>Annotated bibliography of articles read or notes about videos that were watched that were selected to support teachers address identified student learning needs.</p> <p><b>OR</b></p> <p>A record of professional discussion with colleagues or supervisor where activities and strategies to address student learning needs were discussed.</p> <p><b>AND</b></p> <p>A sequence of teaching and learning activities that include knowledge and skills gained during the professional learning activity. The activities need to be identified and related to the professional learning and identified student needs.</p> <p><b>OR</b></p> <p>An evaluation of the implementation of the professional learning in terms of how it addressed identified student needs.</p> <p><b>OR</b></p> <p>2. Reference.</p>

**STANDARD 7: Engage professionally with colleagues, parents/carers and the community****Focus Area: Meet professional ethics and responsibilities**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Types of Evidence</b>
ET 7.1 Maintain high ethical standards by meeting codes of ethics and conduct established by regulatory authorities and schools.	Maintains high ethical standards and meets school-based codes of ethics and conduct by taking such actions as: <ul style="list-style-type: none"><li>a. being discerning about with whom and where confidential issues and information about students and colleagues are discussed</li><li>b. not disclosing student information without first checking with the appropriate manager or supervisor</li><li>c. keeping records and relevant documentation secure and confidential</li><li>d. being honest, fair and equitable in interpersonal, professional and academic relationships and in research and scholarly activities</li><li>e. respecting the dignity and diversity of students, colleagues and members of the school</li><li>f. being honest, sensitive and constructive in the development of appropriate partnerships with colleagues and parents/carers</li><li>g. understanding and implementing mandatory reporting requirements by reporting critical incidents, confidential issues and child protection concerns to relevant personnel.</li></ul>	Head of school report.

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

**Focus Area: Comply with legislative, administrative and organisational requirements**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Types of Evidence</b>
ET 7.2 Demonstrate ongoing compliance with relevant legislative, administrative, organisational and professional requirements, policies and processes.	<ul style="list-style-type: none"><li>a. Implements mandatory school procedures and policy documents in all aspects of professional conduct.</li><li>b. Demonstrates to colleagues compliance with school and legislative professional requirements such as accreditation, performance and development processes, disability legislation, child protection and assessment.</li><li>c. Reflects on and discusses relevant legislative, administrative, organisational and professional requirements, policies and processes with colleagues.</li><li>d. Meets deadlines for administrative tasks.</li></ul>	Head of school report.

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

**Focus Area: Engage with the parents/carers**

<b>ET Descriptor</b>	<b>Actions</b>	<b>Type of Evidence</b>
ET 7.3 Develop and build active, ongoing respectful, collaborative relationships with parents/carers regarding their children's learning or wellbeing.	<ul style="list-style-type: none"><li>a. Actively communicates with parents/carers regarding their children's learning or wellbeing in a professional manner and following school protocols.</li><li>b. Provides opportunities for parents/carers to share their skills, knowledge and expertise in accordance with school protocols.</li><li>c. Provides opportunities for parents/carers to be involved with supporting children's' learning.</li><li>d. Documents all initial and ongoing communication with parents/carers that demonstrates sensitivity to the background of parents/carers.</li><li>e. Proactively accesses personnel such as interpreters and community representatives to promote effective communication between themselves and parents/carers.</li><li>f. Provides opportunities for parents/carers to provide formal and informal feedback on school-based activities within and beyond the school grounds.</li></ul>	Head of School report.

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

**Focus Area: Engage with professional teaching networks and broader communities**

ET Descriptor	Actions	Suggested Types of Evidence
<p>ET 7.4 Make an active contribution in professional and community networks* and forums* to broaden knowledge and improve practice.</p>	<p>a. Actively maintains contact with colleagues and community stakeholders to broaden knowledge and improve practice.</p> <p>b. Actively participates in professional and/or community networks such as meetings, online educational forums, professional associations or professional learning committees within the school or community to broaden knowledge and improve practice.</p> <p>c. Actively contributes to online forums/networks/wikis/blogs that involve colleagues and/or members of the community to broaden knowledge and improve practice.</p>	<p>1. A series of ongoing communications with colleagues and/or members of the community that involve discussion about aspects of professional knowledge, practice or engagement.</p> <p><b>OR</b></p> <p>2. Copy of contributions to an online discussion involving colleagues and/or members of the community about aspects of professional knowledge, practice or engagement.</p> <p><b>OR</b></p> <p>3. Agendas and minutes of a sequence of meetings involving colleagues and/or members of the community at which the teacher actively contributed to discussion about aspects of professional knowledge, practice or engagement.</p> <p><b>OR</b></p> <p>4. Contributions to professional publications or conferences or courses discussing aspects of professional knowledge, practice or engagement.</p> <p><b>OR</b></p> <p>5. Reference.</p>