About This Document

PURPOSE AND AUDIENCE

This Guide is designed to assist NSW teachers to understand the Professional Teaching Standards and undertake the accreditation process for 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 standards and to collect evidence for the submission of their application for accreditation.

Specifically, the indicators and examples in the Guide are intended to:

- assist understanding of each standard by listing indicators of success
- provide a range of the types of evidence that may be submitted
- support fair and transparent judgements of evidence by the members of 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. As far as possible, the Suggested Types of Evidence outlined in this Guide for each standard 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:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Professional Teaching Standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers” (NSW Institute of Teachers).</td>
<td>These indicators describe the types of knowledge, practices and behaviours that are representative of teachers at the level of Experienced Teacher. Some standards have more than one indicator. In these cases teachers must select the indicator or indicators that best suit their teaching role and school context to fully demonstrate the standard.</td>
<td>This section of the document details the types of evidence that can demonstrate the achievement of the Professional Teaching Standards. For some standards there are optional types of evidence that can be submitted. Teachers are to select the one option that is most appropriate to their teaching context.</td>
</tr>
<tr>
<td>There are in total forty-six Professional Teaching Standards that are organised into seven Elements. Each standard is addressed in this Guide.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Indicators
The indicators describe the action or actions teachers have to perform to demonstrate they have met a standard. When there is more than one indicator, teachers will need to select those indicators that together fully demonstrate they have met the standard.

The Suggested Types of Evidence
The Guide includes types of evidence that can be used to demonstrate to the ISTAA Assessment Panel that the Professional Teaching Standards 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 contact the Director of Teacher Accreditation to ascertain its suitability as evidence for the selected standard or standards.

It is not intended that teachers demonstrate all of the indicators or submit all of the examples of evidence for Elements 1 – 7.

The following list of types of evidence is intended to support teachers in selecting the most appropriate evidence to demonstrate they are meeting the standards and is indicative only.

Types of evidence include:

- teaching and learning programs
- units of work
- teaching and learning activities
- co-curricular programs
- assessment tasks and tools
- student work samples
- video footage, audio recordings
- student records of achievement
- student reports
- classroom management plans
- photographs
- Professional Competence Maintenance of Accreditation Report and Continuing Professional Development Record
- written and digital communication such as notes and emails
- certificates or records of attendance at professional development
- teachers’ notes, agendas and minutes of professional meetings
- school newsletter, magazine or intranet articles
- references
- a testimonial
- communication/correspondence documentation
**EXAMPLE**

Detailed below is standard 2.4 as it appears in the Evidence Guide. The shaded section underneath provides an explanation of how to interpret the **Indicators** and **Suggested Types of Evidence** sections.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 2.4 Create learning activities based on information gained about students' prior achievements or skills or interests. | • Gathers background information on students’ skills, interests or prior achievements through meetings or correspondence with people such as:  
  o parents and caregivers  
  o counsellors  
  o learning support personnel or by accessing school records.  
• Plans and creates teaching and learning activities which take into account what the students already know (prior learning), can do (skills) or their interests both within and outside the school context.  
• Designs and implements co-curricular activities that are based on students’ knowledge, skills or interests.                                                                 | • A sequence of teaching and learning activities, created and implemented by the teacher, that:  
  o includes notes about students’ prior achievements or skills or interests  
  o is based on information in the notes about students’ prior achievements, skills or interests.  
**OR**  
• A co-curricular program or unit of work, created and implemented by the teacher, that includes:  
  o notes about students’ prior achievements, skills or interests  
  o a series of activities based on students’ knowledge, skills or interests.                                                                                                                                 |
| Teachers must select **those indicators** that best suit their teaching role and school context to fully demonstrate the standard. | Teachers must select **one** of the two alternative types of evidence to demonstrate the standard. The alternative types of evidence are separated by **OR**.  
A type of evidence may contain several parts. These are indicated by bullet points.  
This evidence will need to be annotated.
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 standard.

<table>
<thead>
<tr>
<th>Standards requiring evidence</th>
<th>Standards addressed in the Testimonial*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1</td>
<td>Element 2</td>
</tr>
<tr>
<td>1.1</td>
<td>2.1</td>
</tr>
<tr>
<td>1.2</td>
<td>2.2</td>
</tr>
<tr>
<td>1.3</td>
<td>2.3</td>
</tr>
<tr>
<td>1.4</td>
<td>2.4</td>
</tr>
<tr>
<td>2.5</td>
<td>3.5</td>
</tr>
<tr>
<td>2.6</td>
<td>3.6</td>
</tr>
<tr>
<td>3.7</td>
<td>6.7</td>
</tr>
<tr>
<td>3.8</td>
<td>6.8</td>
</tr>
<tr>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>3.10</td>
<td></td>
</tr>
</tbody>
</table>

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

The six standards that can be evidenced through a reference can be drawn from any of the elements (1 to 7). References may address one or more of the standards. There is no limit to the number of references; only the total number of standards that may be addressed through a reference is limited to six.

**When a reference is provided as evidence for a standard, no further annotations or pieces of evidence are required.**

**Professional Competence Maintenance of Accreditation Report and Continuing Professional Development Record:** The completed **Professional Competence Maintenance of Accreditation Report** and **Continuing Professional Development Record** can be used as evidence for standards 6.1, 6.2, 6.3, 6.6 and 6.7. See relevant standards for details.

**Testimonial (mandatory):** Teachers are to include a testimonial based on direct observation of the classroom practice 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 standards to be addressed in the testimonial are 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7. For these eleven standards covered in the testimonial, no other annotations or evidence are required.

The testimonial is to be written/ typed on the proforma that can be downloaded from the Experienced Teacher page of the AIS Teacher Accreditation website.
ANNOTATING EVIDENCE

To ‘annotate’ is to write explanatory notes about a piece of text, map, diagram or photograph that explains what that item shows.

General information

• Each item of evidence must be annotated.

• 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 generated individually by the teacher applying for accreditation.

Organisation of Annotations

• Annotations must include the number of the standard and a detailed explanation of how the item or part of the item demonstrates the teacher has met the standard.

• Each standard needs to have its own annotation. Do not group annotations for one item of evidence into one paragraph or essay.

• Annotations need to be succinct. A paragraph per standard should be sufficient.

• Annotations need to be written on a separate page, not on the actual evidence.

Format of Annotations

• Standards 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 standard 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 standards may be inserted digitally as Comments using Microsoft® Word or in text boxes.

• If submitting digital work samples, the annotations may be typed or inserted as voice-overs, text before or after a sequence, or as subtitles. A hard copy of the annotations, mapping guide and index must also be submitted with the digital material.

ADDITIONAL INFORMATION ABOUT THE TYPES OF EVIDENCE

Teaching programs/units of work

• Teaching programs and units of work should show they are working documents. Ongoing notes or comments hand written on the program or unit of work also indicators that the teacher has used the document.

• If teaching programs or units of work are created by another teacher or in collaboration with one or more teachers, the teacher must submit teaching and learning activities they have designed, implemented and evaluated.

• 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 standards that must be demonstrated to an observer, only one item of evidence, *testimonial*, is listed in the *Suggested Types of Evidence* column.

- The indicators are a range of actions that can assist teachers to demonstrate they are meeting the standard when being observed. Teachers are to select those indicators that are most appropriate to their teaching context, and together fully demonstrate they have met the standard. Specific details as to how at least two indicators have been demonstrated to the observer must be included in the testimonial for a standard to be successfully demonstrated.

- Teachers who write testimonials should refer to the indicators for some of the ways a teacher can demonstrate the standards. Descriptions of how a teacher meets the standard should include specific examples of what the writer observed the teacher doing in his or her classroom. All comments need to specifically address the standard. If the testimonial does not refer to specific actions observed in a teacher's classroom, the standard 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 standard.

- If the standards included in the testimonial are not demonstrated teachers will have to submit another testimonial, signed by the principal, for those standards, by the last business day in February of the year following submission of the application. 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 another signed testimonial written by the observer.

- **One copy of the 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 by referring to the *Experienced Teacher Information Brochure – Appendices G and H*.

Professional Development

- Providing a brochure for a professional development session is not satisfactory evidence for demonstrating attendance.

- Records and certificates of attendance at professional development must include the teacher's name, date of attendance and name of organisation that provided the professional development. Printouts from the NSW Institute of Teachers must include details of the teacher.
Professional Competence Maintenance of Accreditation Report and Continuing Professional Development Record

NSW teachers accredited at Professional Competence may use a Professional Competence Maintenance of Accreditation Report and Continuing Professional Development Record from one maintenance period as evidence for standards 6.1, 6.2, 6.3, 6.6 and 6.7. Teachers must include in the Maintenance of Accreditation Report a description of how they have met the standards at the level of Experienced Teacher. Analysis of Institute Registered Professional Development must address the standards at the level of Experienced Teacher. Teachers will need to include their evaluation of the Institute Registered Professional Development attended as part of the Continuing Professional Development Record.

If the Maintenance of Accreditation Report and Continuing Professional Development Record do not demonstrate that standards have been demonstrated at the level of Experienced Teacher, additional evidence will be requested. References will not be able to be used as additional evidence for these standards. Other Maintenance of Accreditation Reports and Continuing Professional Development Records will not be able to be used as additional evidence for these standards.

References

• Teachers may demonstrate a maximum of six standards using references.

• It will assist potential referees to consider the indicators for these standards prior to deciding if they are able to write a reference.

• Referees must include all the information specified on the template for it to be a valid item of evidence. Referees must use the ISTAA template provided. If a reference for a standard does not provide sufficient details of how the teacher demonstrated the standard, the standard will be assessed as not met. Teachers will be required to provide additional evidence for the standard. References are not able to be submitted as additional evidence.

• If teachers use the Maintenance of Accreditation Report and the Continuing Professional Development Record as evidence for 6.2 and 6.6, references may be included as evidence for only four standards.

• The reference template and advice for reference writers are available by referring to the Experienced Teacher Information Brochure – Appendices I and J.

Other types of evidence

• 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.

• Copies of articles from the web, journals and notes distributed by presenters, academics etc must not be included as evidence.

• If submitting video material, it is to be edited to no more than 15 minutes and it must be accompanied by an annotation.

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 standard, teachers must submit one type of evidence. Where the type of evidence suggested in the evidence includes a number of parts, all parts must be submitted for the teacher to fully demonstrate the standard.

• When one item of evidence is used to demonstrate a number of standards, the teacher must make sure that:
o any one item does not demonstrate more than five standards
o the item contains sufficient comprehensive evidence for each standard being demonstrated
o the location of each standard is precisely identified in the item
o each standard is individually annotated.

- Some standards include the word “range”, for example a broad range of strategies. Some standards include the word “variety”. In the context of this Evidence Guide, range and variety mean three examples.

- The items of evidence may be collected at any time in the year before or year of the application for accreditation.

- It is crucial that the variety of types of evidence submitted to support teachers’ applications demonstrate the diversity and consistency of applicants’ professional role as teachers.

**FORMAT**

- Evidence is to be organised in a way that makes it easy to identify the standards each item is demonstrating.

- All pages must have a unique number.

- Handwriting must be legible. Photocopied materials must be able to be read clearly.

- When listing the location of standards in the Mapping Guide specify the page numbers. Do not list a range such as pages 1–10 as you would in the Index.

- **Digital materials on CD ROM**: Programs used must be readily available and can be opened easily such as those in the Microsoft® Office suite (PC only). If presenting in a digital format, name files according to the parts and include a contents or index page. Original paper copies of the report, testimonial and optional references must be included. Do not submit items as a set of Word documents on a CD ROM or DVD. For ease of assessment submit as a set of printed materials.

- No plastic sleeves are to be used in the submission of evidence.

- All students’, parents’ and colleagues’ names must be removed from items such as work samples, record sheets, reports, e-mails and letters. For ease of reading, the materials must refer to Student X or Teacher A consistently through the item.

- The report, testimonial and optional references must be written on the proformas provided. These documents do not need to be annotated.

For examples of ways evidence can be organised and presented for submission, refer to Appendix B – Examples of Formats for Submission of Evidence in the Experienced Teacher Information Brochure.

*A glossary containing definitions of terms used throughout the Evidence Guide is provided at the back of this document.*
ITEMS TO INCLUDE IN YOUR SUBMISSION

When submitting your submission of evidence you need to include the following:

- **Cover Sheet** *(Appendix C)*
- **Checklist** *(Appendix C)*
- **Declaration of Authenticity**: Must be signed by the applicant and head of school. *(Appendix D)*
- **Index**: A list of the items of evidence in order of page numbers and indicating the source of the evidence. *(Appendix E)*
- **Mapping Guide**: For each standard highlight the type of evidence included and indicate specifically where the evidence is located in the submission of evidence. *(Appendix F)*
- **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. *(Appendix G)*
- **References (optional)**: References that address a maximum of six standards can be used as part of your submission. Referees may include the head of school, the supervisor, a colleague, an executive member of the professional community or a parent. *(Appendix I)*
- **Report from the Head of School**: Written by the head of school and based on Element 7. Optional comments can be included about the applicant related to Elements 1 - 6. *(Appendix J)*

The templates for these documents are available on the Experienced Teacher page of the AIS Teacher Accreditation website and may be downloaded in Microsoft® Word format.
**Experienced Teacher: NSW Teachers**

**ELEMENT 1: Teachers know their subject content and how to teach it**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 1.1      | - Develops and implements a program, unit of work or sequence of content rich teaching and learning activities for a specific subject area that caters for the identified needs of students in a class, a group within a class or a cohort.  
- Explains in the program or unit of work overview or rationale how the program or unit of work is relevant to the needs of the students. | - A program or unit of work that:  
  o includes a range of teaching and learning activities, designed and implemented by the teacher, that address specific syllabus content (link to specific learn to and learn about statements, if appropriate)  
  o includes information in the overview or rationale that explains how the program or unit of work is designed to engage all, or a specific group of, students in a class or cohort. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 1.2      | • Identifies, selects and implements a range of pedagogies that engages and supports all students to achieve the learning outcomes.  
          • Organises the students, classroom and teaching and learning activities to support all students’ achievement of the learning outcomes. | • A program or unit of work that includes:  
  o at least three different pedagogical strategies that have been selected by the teacher, based on an understanding of factors that engage, motivate, challenge or extend the learning of his or her students in a class. Examples of pedagogical strategies may include cooperative learning, group or pair work, role play, teacher directed learning, discussion, individual tasks and library or internet research.  
  o (optional) a photo or diagram of the layout of the classroom or placement of students that has been selected to support students’ achievement of the learning outcomes. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 1.3      | • Develops and implements high quality programs or units of work based on the NSW syllabus document requirements.  
           • Designs and implements teaching and learning activities that support students to meet the NSW syllabus outcomes. | • A high quality program or unit of work that:  
  o is based on NSW syllabus document content  
  o includes a sequence of detailed teaching and learning activities that are:  
    ▪ designed and implemented by the teacher  
    ▪ clearly contextually relevant to the students  
    ▪ link directly to syllabus outcomes and content (learn to and learn about statements, if appropriate). |

OR

• A sequence of three detailed teaching and learning activities that:  
  o are designed and implemented by the teacher  
  o are clearly contextually relevant to the students  
  o explicitly address syllabus outcomes (learn to and learn about statements, if appropriate). |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Demonstrate use of a range of ICT applications that assist students to meet syllabus outcomes and further develop their knowledge about and skills in the following: operational skills when using a range of software effective use of the internet ICT and research skills appropriate to the curriculum; and demonstrate skills in software evaluation and the selection of pedagogical strategies for incorporating ICT into teaching and learning.</td>
<td>• Uses pedagogical strategies that support the use of ICT in teaching and learning experiences.</td>
<td>• A program, unit of work or sequence of teaching and learning activities, designed and implemented by the teacher, that includes: o details of activities that enable students to: • develop their operational skills when using three different ICT programs • effectively use the internet either for research or as a source of interactive digital resources o an evaluation by the teacher of the ICT programs selected by the teacher that are to be used by students.</td>
</tr>
<tr>
<td></td>
<td>• Provides opportunities for students to: o develop and use operational skills when using a range of ICT programs o effectively use the internet for research appropriate to the curriculum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluates ICT programs used by students in a program, unit of work or teaching and learning activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ELEMENT 2: Teachers know their students and how they learn

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 2.1 Understand and use information about the backgrounds of students such as social, ethnic, cultural and religious factors of students when planning and implementing programs to provide contextually relevant learning to meet the needs of all the students. | • Gathers and records information about students’ social or ethnic or cultural or religious backgrounds through meetings or correspondence with people such as:  
  - parents and caregivers  
  - counsellors  
  - learning support personnel, or by accessing school records.  
  - Plans and implements programs, units of work or specific teaching and learning activities that are based on the knowledge gained about students’ social or ethnic or cultural or religious backgrounds. | • A program, unit of work or sequence of teaching and learning activities designed and implemented by the teacher, that:  
  - includes notes about students’ social or ethnic or cultural or religious backgrounds  
  - is based on information recorded in the notes about students’ social or ethnic or cultural or religious backgrounds.  
  - has been designed or adapted to meet the needs of the students |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 2.2 Assess students’ stages of intellectual development and physical or social development, identify exceptions to the general pattern within a classroom and use the information to create effective teaching and learning programs. | • Assesses or seeks information about students’ stages of intellectual development and physical or social development.  
• Implements differentiated teaching programs, units of work, teaching and learning activities or strategies which are age, stage or developmentally appropriate.  
• Organises the classroom to accommodate students’ intellectual and physical or social needs. | • A differentiated program, unit of work or sequence of teaching and learning activities that has been designed and implemented, by the teacher and:  
  o includes notes or a situational analysis of students’ intellectual development and physical or social development and needs from people such as counsellors, ESL teachers, support and itinerant teachers as appropriate  
  o are age, stage or developmentally appropriate  
  o include, if appropriate, enrichment, extension or remedial tasks to support students’ learning.  

OR  
• An individualised teaching and learning program that has been designed and implemented by the teacher, and:  
  o includes notes about students’ intellectual development and physical or social development and needs from people such as counsellors, ESL teachers, support teachers, itinerant teachers and medical practitioners.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 2.3      | Design a range of learning experiences, based on knowledge and understanding of students' different learning approaches, with the potential to result in the enhancement of student outcomes. | • Assesses students’ different ways of accessing, processing, retaining and demonstrating what they have learned.  
• Develops and implements programs or units of work that utilise a variety of teaching and learning strategies to cater for identified learning needs. | • A program or unit of work that includes:  
  o **notes** about all the students in a class or a selected group’s approaches to learning gained as the result of formal or informal assessment or from support teachers or school records  
  o a range of teaching and learning strategies, designed and implemented by the teacher, that cater for students’ different approaches to learning and the learning needs of students recorded in the notes, for example: student-centred activities, multiple intelligence tasks, experiential and hands-on learning; practical activities, acquisition of skills, a variety of resources and questioning strategies. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 2.4      | Create learning activities based on information gained about students' prior achievements or skills or interests. | • Gathers background information on students’ skills, interests or prior achievements through meetings or correspondence with people such as:  
  - parents and caregivers  
  - counsellors  
  - learning support personnel  
  or by accessing school records.  
  • Plans teaching and learning activities which take into account what the students already know (prior learning), can do (skills) or their interests both within and outside the school context.  
  • Designs and implements co-curricular activities that are based on students’ knowledge, skills or interests.  
  | • A sequence of teaching and learning activities, designed and implemented by the teacher, that:  
  - includes notes about students’ prior achievements or skills or interests  
  - is based on information in the notes about students’ prior achievements, skills or interests.  
  OR  
  • A co-curricular program or unit of work, designed and implemented by the teacher, that includes:  
  - notes about students’ prior achievements, skills or interests  
  - a series of activities based on students’ knowledge, skills or interests. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 2.5 Use research based information to implement effective strategies for teaching all students such as:  
- Aboriginal and Torres Strait Islanders  
- Students with Special Education Needs  
- Non-English Speaking Background students  
- Students with Challenging Behaviours. | **Accesses information about strategies for teaching at least one group of these students** from:  
- relevant people such as supervisors, colleagues, itinerant teachers, elders of Aboriginal communities, counsellors, medical practitioners, educational consultants and academics and other relevant professionals or  
- educational journals, brochures, websites or  
- special education consultants or ESL consultants or  
- professional development courses. | **A differentiated program, unit of work or sequence of teaching and learning activities that includes:**  
- specific effective teaching and learning strategies for an identified group of students  
- information gained about strategies for teaching this group of students in the form of:  
  - an annotated bibliography of at least two researched articles OR  
  - notes provided by people such as colleagues, itinerant teachers, elders of Aboriginal communities, counsellors, medical practitioners, educational consultants and academics and other professionals OR  
  - certificates of attendance and notes taken by the teacher at professional development courses. |
|  | **Differentiates and implements programs, units of work, teaching and learning activities or strategies to meet the needs of at least one of these groups of students based on the information gained.** | **OR**  
- An individualised teaching and learning program that has been designed and implemented by the teacher, and:  
  - includes specific effective teaching and learning strategies for an identified student  
  - information gained about teaching this student in the form of:  
    - an annotated bibliography of at least two researched articles OR  
    - notes provided by people such as colleagues, itinerant teachers, elders of Aboriginal communities, counsellors, medical practitioners, educational consultants and academics and other professionals OR  
    - certificates of attendance and notes taken by the teacher at professional development courses. |
2.6 Use research based information to implement a range of effective literacy strategies to meet the needs of all students, such as:
- Aboriginal and Torres Strait Islanders
- Students with Special Education Needs
- Non-English Speaking Background students
- Students with Challenging Behaviours.

- Researces and records information about literacy strategies for **at least one group of these students** from:
  - educational journals, brochures **OR**
  - websites **OR**
  - professional development courses.

- Implements literacy strategies that provide opportunities for students to talk, listen, read and write in all relevant subjects/KLAs.

- Uses support personnel such as an ESL teacher, a reading support teacher or a teacher’s aide in the classroom to implement literacy strategies.

- A differentiated program, unit of work or sequence of teaching and learning activities for at least one identified student or group of students that includes:
  - at least two specific literacy teaching and learning strategies
  - researched information about strategies for teaching literacy to such students in the form of:
    - an annotated bibliography of at least two researched articles **OR**
    - notes provided by colleagues, itinerant teachers, elders of Aboriginal communities, counsellors and other relevant professionals **OR**
    - certificates from and notes taken at one or more professional development courses.

- Student work samples that demonstrate how at least two specific literacy teaching and learning activities have been differentiated to meet the needs of a specific student or group of students **AND**
  - researched information about strategies for teaching literacy to such students in the form of:
    - an annotated bibliography of at least two researched articles **OR**
    - notes provided by colleagues, itinerant teachers, elders of Aboriginal communities, counsellors and other relevant professionals **OR**
    - certificates from and notes taken at one or more professional development courses.

- An individualised teaching and learning program that has been designed and implemented by the teacher, and includes:
  - at least two specific literacy teaching and learning strategies for the student
  - researched information about strategies for teaching literacy to such a student in the form of:
    - an annotated bibliography of at least two researched articles **OR**
    - notes provided by colleagues, itinerant teachers, elders of Aboriginal communities, counsellors and other relevant professionals **OR**
    - certificates from and notes taken at one or more professional development courses.
### ELEMENT 3: Teachers plan, assess and report for effective learning

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Demonstrates consistently the articulation of clear learning goals in teaching and learning programs and student activities that reflect the knowledge, skills and values of the content/discipline taught.</td>
<td>• Explicitly articulates high yet realistic and measurable goals in teaching and learning programs or activities that are based on the knowledge, skills and values stipulated in the syllabus documents.</td>
<td>• A program, unit of work or sequence of teaching and learning activities, designed and implemented by the teacher that includes explicit statements of the learning goals based on the knowledge, skills and/or values of the relevant syllabus documents.</td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 3.2  
Demonstrate, implement and evaluate coherent, well structured lessons and lesson sequences that engage a diverse group/cohort of students and enhance their learning. | • Develops, implements and evaluates a program, unit of work or sequence of lessons that has been designed to interest and support the learning of a range of students within a class or cohort. | • A program, unit of work or sequence of lessons, designed and implemented by the teacher, that includes:  
  o a clear sequence of activities that have been selected to engage and support the range of students within a class or cohort to achieve the syllabus outcomes  
  o an evaluation of the program, unit of work or sequence of lessons selected for this standard **using the following criteria**: coherence and the extent to which it engaged students and assisted them to achieve the learning outcomes. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 3.3 Demonstrate the appropriateness of the selection and organisation of content of program/teaching sequences so that it reflects a comprehensive understanding of the subject content/discipline, its structure and sequence in such a way as to improve student learning outcomes. | • Plans and delivers a sequential program or unit of work that includes a sequence of teaching and learning activities that:  
  o are selected on the basis of pre-assessment of individuals, groups or whole classes of students or mandatory syllabus requirements  
  o explicitly address syllabus outcomes, content and requirements including practical components such as construction, experiments and field work  
  o demonstrate comprehensive understanding of how to teach the subject content/discipline so student learning is able to be demonstrated through formal and informal assessment. | • A program, unit of work or sequence of teaching and learning activities, designed and implemented by the teacher, that:  
  o addresses syllabus requirements  
  o includes curriculum content  
  o includes, if appropriate, reference to texts prescribed by the BOS  
  o includes syllabus requirements such as practical and field work  
  o is based on assessment of individuals, groups or whole class or syllabus requirements  
  o includes an evaluation of the program, unit of work or sequence of teaching and learning activities in terms of how the organisation and sequencing support student learning. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 3.4      | • Develops a variety of resources and materials appropriate to the concepts or content being addressed.  
• Locates and selects resources and materials that are appropriate to the students’ stage of development.  
• Adapts existing resources to ensure they engage students.  
• Observes the students using the resources and materials, surveys or gathers information from the students as to the effectiveness, appropriateness to their stage of development, relevance to the learning and ability to engage. | • A program, unit of work, or sequence of teaching and learning activities, or an ongoing exchange of communication with colleagues that includes:  
  o a list of resources and materials to be used  
  o an evaluation based on the analysis of the resources and materials **using the criteria**: variety, appropriateness and ability to engage students either as notes in a program/unit of work or lesson plans, end of unit evaluation, emails or other forms of written communication. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 3.5 Use an extensive range of effective formative and summative strategies to assess student achievement of learning outcomes. | • Selects and uses a variety of different formative and summative assessment strategies based on the teaching and learning activities, the learning goals and their ability to assess the extent to which students achieve the learning outcomes.  
• Evaluates a range of selected formative and summative assessment strategies included in a program or unit of work in terms of their effectiveness in assessing student achievement of the learning outcomes. | • A program or unit of work that includes a range of formative and summative strategies selected or designed by the teacher, to assess the syllabus or learning outcomes addressed in the program or unit. The assessment strategies are to be described in detail in the program.  
**OR**  
• An extensive range of both formative and summative assessment tools or tasks from programs or units of work and an evaluation of their suitability and effectiveness in assessing the extent to which the teachers’ students have achieved the learning outcomes. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 Assist students to identify and articulate the link between their</td>
<td>• Assists students to know what they are meant to learn and understand and the purpose of assessment tasks.</td>
<td>• An assessment task, designed by the teacher, that includes, as appropriate to the stage or year group of the students: o the outcomes to be assessed o the purpose of the task o clear explicit criteria for students o marking rubrics/markng guidelines/markng schemes used o completed student feedback/self-assessment sheets to indicate their understanding of the extent to which they have achieved the outcomes being assessed in the task.</td>
</tr>
<tr>
<td>achievements and the learning outcomes.</td>
<td>• Develops marking guidelines, marking schemes, rubrics, feedback sheets and course assessment outlines.</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• Makes the assessment criteria, marking guidelines/markng schemes and outcomes to be achieved explicit when setting assessment tasks.</td>
<td>• Video footage taken in the classroom or audio recordings of a discussion between a teacher and student in which the student indicates his or her understanding of the extent to which they have achieved the learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Provides opportunities for students to assess the extent to which they have achieved the learning outcomes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assists students to assess and communicate the extent to which they have achieved the learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.7 Provide timely, informative oral and written feedback relative to</td>
<td>• Marks work samples and assessment tasks in line with assessment criteria.</td>
<td>• Samples of work from different students for the same task or different tasks that include</td>
</tr>
<tr>
<td>the syllabus outcomes and regular opportunities for students to monitor</td>
<td>• Provides students with specific oral and written comments on positive achievement and areas</td>
<td>information from teachers about:</td>
</tr>
<tr>
<td>and reflect on their progress in relation to syllabus or learning</td>
<td>for improvement.</td>
<td>o students’ achievements relative to the syllabus or learning outcomes</td>
</tr>
<tr>
<td>outcomes.</td>
<td>• Provides regular times within the lesson for students to evaluate their own learning in</td>
<td>o suggestions for improvement</td>
</tr>
<tr>
<td></td>
<td>relation to syllabus or learning outcomes addressed and/or assessed.</td>
<td>o a completed student self-reflection suitable for the stage of development of the students</td>
</tr>
<tr>
<td></td>
<td>• Provides constructive and justifiable oral and written feedback to students that is learning</td>
<td>that enables students to reflect on what they have achieved relative to the syllabus or</td>
</tr>
<tr>
<td></td>
<td>focused and links student achievement to learning outcomes addressed and/or assessed.</td>
<td>learning outcomes addressed or assessed.</td>
</tr>
<tr>
<td></td>
<td>• Creates opportunities for students to analyse and verbally articulate what they have achieved</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>through the completion of a program, unit of work or teaching and learning activities.</td>
<td>• Video footage taken in a classroom including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o teacher providing constructive feedback to at least one student based on the syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>outcomes and content or learning goals being addressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o at least one student reflecting to a teacher or another student on their achievements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>relative to the syllabus or learning outcomes being addressed.</td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>3.8</td>
<td>• Uses a variety of assessment modes to monitor student learning and progress. &lt;br&gt;• Documents student achievement and learning in an ongoing manner that enables student learning to be tracked. &lt;br&gt;• Keeps records which can be located readily and understood by others. &lt;br&gt;• Collects, collates and annotates student work samples to highlight achievement of outcomes and stores student work samples to demonstrate student progress.</td>
<td>• Qualitative (written) and quantitative (numerical) records of student achievement data and information that identifies the learning progress made by students in relation to syllabus outcomes or learning goals. &lt;br&gt;OR &lt;br&gt;• Records of informal and formal assessments that include information as to the extent the students have achieved the syllabus outcomes or learning goals. &lt;br&gt;OR &lt;br&gt;• Collection of at least one students’ work samples that have been collated and annotated to indicate the students’ progress relative to the syllabus outcomes or learning goals.</td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.9</td>
<td>Continue to report effectively to students, parents and caregivers about student learning.</td>
<td>• An example of a completed student report that:</td>
</tr>
<tr>
<td></td>
<td>• Writes reports that:</td>
<td>□ conforms with school procedures and protocols</td>
</tr>
<tr>
<td></td>
<td>□ are in accordance with school procedure and protocols</td>
<td>□ uses the school report template</td>
</tr>
<tr>
<td></td>
<td>□ focus on the learning outcomes</td>
<td>□ uses appropriate language, correct grammar and spelling</td>
</tr>
<tr>
<td></td>
<td>□ accurately reflect student achievement</td>
<td>□ focuses on learning outcomes</td>
</tr>
<tr>
<td></td>
<td>□ include an indication of how students can improve their learning</td>
<td>□ accurately reflects student achievement</td>
</tr>
<tr>
<td></td>
<td>□ use appropriate language, correct grammar and spelling and are easily understood by the target audience</td>
<td>□ includes constructive and appropriate comments and suggestions for improvement.</td>
</tr>
<tr>
<td></td>
<td>□ are submitted by the deadline.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 3.10 Use the results of student assessment as well as practical and theoretical knowledge of syllabus outcomes and assessment to evaluate teaching and learning programs. | • Records feedback from assessments in general terms in the program or unit of work.  
• Assesses and revises a program, unit of work, teaching and learning activities or lessons based on evaluation of student achievement of the syllabus outcomes or learning goals.  
• As part of a faculty or stage contributes to improvements in teaching programs or units of work using information gained as the result of evaluating student assessment data and information in relation to the syllabus outcomes or learning goals. | • Evaluation of a program, unit of work, or a sequence of teaching and learning activities that includes an analysis of students’ achievements of the syllabus outcomes for the program, unit of work or sequence of teaching and learning activities.  
**OR**  
• Modification of a program or unit of work recorded as notes on the program/unit or in the program/unit evaluation based on:  
  o notes made in the classroom or as a result of consultation with colleagues  
  o knowledge of the syllabus outcomes  
  o analysis of students’ achievements.  
This needs to be included as part of the evidence. |
## ELEMENT 4: Teachers communicate effectively with their students

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 4.1 Use a variety of strategies to explain goals, content, concepts and ideas clearly and accurately to students. | • Uses a variety and mixture of effective oral, visual and other means to:  
  o communicate the goals, concepts, content and ideas to the students  
  o explain appropriate terms, lesson structure and/or teaching and learning activities and/or requirements of a task for the level or stage. | • Testimonial |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 4.2 Use a range of questions and discussion strategies for a variety of purposes including probing and enhancing students’ understanding of content and concepts. | - Uses a range of question and discussion strategies, for example:  
  - provides opportunities for students to respond to, acknowledge and value other students’ responses  
  - provides sufficient waiting time for students to answer questions  
  - distributes questions around the class so that all can participate  
  - plans for class discussion and questions by developing rules or guidelines for questioning  
  - has planned format and parameters for discussion  
  - implements collaborative structures for discussion  
  - uses a variety of questions, such as open-ended and closed questions, higher order questions, literal to inferential questions and unambiguous questions; focuses on questions which stimulate discussion; asks questions that do not elicit chorus responses. | - Testimonial |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Respond to student discussion using a number of strategies that are inclusive of all students to develop a range of ideas and perspectives on the subject under discussion.</td>
<td>• Uses a range of pedagogical strategies when participating in student discussions to encourage risk-taking and promote other students’ involvement, for example:&lt;br&gt;o questions to draw out answers from reluctant students, when the discussion stalls or to gain different ideas and perspectives on the topic being discussed&lt;br&gt;o discussion techniques that ensure all students have an opportunity to contribute their ideas and knowledge&lt;br&gt;o modelling listening and speaking skills, use of appropriate language and reflective thought processes in discussion with students&lt;br&gt;o positive reinforcement when participating in discussion with students and encouragement so students are comfortable and able to direct the course of discussions&lt;br&gt;o developing students’ ability to lead discussion and base their contributions on another student’s response&lt;br&gt;o encouraging students to think for a period of time before they respond to other students’ comments and questions.</td>
<td>• Testimonial</td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| 4.4      | - Plans and facilitates group work based on knowledge of students' backgrounds, prior learning, skills, interests, stage of development and social relationships and skills.  
- Plans and facilitates effective group work by establishing clear expectations and explaining the reasons for the grouping.  
- Models, discusses and explicitly teaches students how to carry out group roles and how to work collaboratively within groups, providing clear task and role guidelines, monitoring the allocation of roles and allocating different roles to students so they can experience different roles, and articulating clear time expectations.  
- Utilises a wide range of different structures in group formation, such as similar ability, different ability, friendship, cultural, ethnic, 'house', random, interest, 'jigsaw' method of group formation and then provides tools for assessing the effectiveness of group work including some form of student self assessment. | - Testimonial |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 4.5      | • Researches, selects and uses:  
  o a wide variety of pedagogies when implementing lessons for groups, the whole class or individuals such as debate, hands-on activities, role playing, practical activities, skills practice, projects, site studies and excursions  
  o a wide range of resources which are relevant and meaningful to students’ learning needs and interests including ICT and other technologies to teach syllabus content.  
• Seeks assistance from colleagues in implementing new teaching and learning strategies, selecting and implementing a variety of classroom structures and identifying suitable resources including ICT and other technologies. | • A program, unit of work or sequence of teaching and learning activities, created or selected by the teacher, that includes:  
  o evidence of research into teaching and learning strategies and/or resources and/or classroom organisational structures in the form of:  
    ▪ an annotated bibliography of at least two researched articles together with a review of the source of information  
    OR  
    ▪ detailed notes taken by the teacher during professional development sessions or meetings with colleagues that focus on either teaching strategies or resources  
  o a wide variety of teaching strategies  
  o a range of classroom organisation structures  
  o a wide variety of resources including ICT and other technologies (such as calculators, audio-visual equipment, stop watches, digital pH meter) either specified in syllabus documents or selected by the teacher. |
**ELEMENT 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 5.1 Model and implement strategies for students that promote consistent, fair and equitable interactions between students to promote respect for and an appreciation of others. | - Models and implements strategies that:  
  o build and support rapport between students by developing an appreciation of a positive work ethic, good behaviour, politeness and positive language and tone  
  o establish, display and implement clear expectations, protocols and/or rules and consequences in relation to interactions between students in the classroom, school and at school events and excursions  
  o promote respect and appreciation of others by using strategies such as:  
     ▪ using students’ names  
     ▪ being respectful of significant events in students’ lives  
     ▪ listening positively to students  
     ▪ acknowledging students’ contributions  
     ▪ supporting students to respond in an appropriate manner  
     ▪ being accessible to students  
     ▪ displaying equitable amounts of time/engagement with individuals  
     ▪ exhibiting a caring attitude and showing interest in all students  
  o assist students to understand how to interact with others in a fair and equitable manner. | - Testimonial |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 5.2 Implement a range of teaching and learning strategies that promote equitable student participation in the classroom and take account of students' backgrounds and experiences. | • Implements a range of strategies that provides students with an opportunity to contribute for example:  
  o adequate wait time for all students to be able to respond  
  o assessment for learning strategies  
  o a positive acknowledgement of all student responses and achievement  
  o equal access to all students  
  o effective pair and group activities that include assigned roles.  

• Models speaking respectfully to others, display an awareness of students’ needs and backgrounds when responding to questions asked by students, and addresses learning problems within the class in a manner that supports students’ contributions and achievement. | • Testimonial |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 5.3 Implement a range of strategies that promote a positive and stimulating learning environment and encourage student effort, participation, success, open-mindedness and curiosity. | • Sets clear expectations and goals for the class and assists students to set high yet realistic expectations for themselves and implements strategies that encourage students to value and respect the work of others such as:  
  o encouraging student self evaluation based on explicit criteria related to learning and/or syllabus goals or teacher expectations  
  o recognising students’ accomplishment through public displays of students’ work, public acknowledgment or praise of student effort and achievements  
  o offering constructive and realistic feedback  
  o encouraging individual talents and gifts of students  
  o supporting all students as needed by providing extra time, further explanation or assistance with interpretation of requirements and provision of relevant resources. | • Testimonial |
<p>| | • Develops and implements an identifiable welfare/classroom management system. | |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| **5.4** Implement a range of effective and manageable classroom routines that support students to maximise the use of classroom time for learning. | • Establishes and implements clearly articulated and negotiated classroom routines, for example:  
  o clearly articulating the content of the lesson; providing an outline of the lesson and ensuring student understanding of the learning outcomes  
  o explaining teaching and learning activities and the role and expected conduct of the students during the activities  
  o conducting well paced and timed lessons in which students move through a variety of tasks in varying times depending on the students’ learning needs  
  o using effective time management strategies such as setting realistic time frames and a workable timetable  
  o consistently informing students of changes to routines well ahead of when the changes will be implemented. | • Testimonial |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 5.5 Promote positive student behaviour by engaging students in contextually relevant, cognitively challenging and meaningful learning activities that support and guide students to take responsibility for their learning and conduct. | • Caters for individual student needs by using strategies such as:  
  o developing personalised lesson plans and a variety of sequenced learning activities for students with different learning needs  
  o facilitating student-centred learning  
  o utilising a variety of age and stage appropriate teaching and learning strategies and resources  
  o developing extension, enrichment and remedial activities as indicated through assessment of students and information provided by colleagues and included in school records.  
  • Plans and implements lessons that are intellectually challenging, cognitively appropriate and relevant to the students’ backgrounds.  
  • Supports students to complete tasks and encourage students to work independently.  
  • Provides opportunities for students to reflect on their learning, involvement and behaviour. | • Testimonial |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 5.6 Respond to classroom discipline situations using a range of strategies that are respectful to all students and promote a positive and safe learning environment. | • Sets clear behaviour parameters, explicitly informs students of their rights and responsibilities in the classroom and the consequences of behaving in an inappropriate and unacceptable manner.  
• Plans and implements disciplinary strategies such as using the student’s name, then stating the issue and the consequences of continuing with the behaviour.  
• Responds to classroom discipline situations by utilising effective disciplinary practices and displaying a firm and consistent approach to classroom management.  
• When responding to classroom discipline situations, remains calm and focuses upon the behaviour rather than the student.  
• Implements school discipline and welfare policies in the classroom; implements positive welfare/classroom discipline practices which reflect school policies; follows up and refers to class agreements, rules, guidelines and school policy. | • Testimonial                |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 5.7 Model and implement strategies that promote students’ understanding and use of safe working practices to ensure student safety. | • Models and implements mandatory policies such as Child Protection and Occupational Health and Safety.  
• Models and implements appropriate safety procedures, establishes clear classroom safety rules and guidelines and enforces them, and constantly reminds students of safe behaviour and workplace practices.  
• Models and implements risk assessments with the students, recognises risks and reports them promptly to the appropriate personnel in the school.  
• Assists students to conduct risk assessments as appropriate and recognise, minimise and report risks to the teacher. | • Testimonial |
**ELEMENT 6: Teachers continually improve their professional knowledge and practice**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 6.1 Reflect on teaching practices on a regular basis and use the reflections to inform future practice that may result in further enhancement of student learning outcomes. | **•** Seeks assistance and advice from colleagues and supervisor about teaching practice and its impact on student learning outcomes and willingly adapts in response to such advice/assistance.  
**•** Participates in regular shared discussions with colleagues or supervisors about teaching practice and its impact on student learning outcomes.  
**•** Reflects upon and analyses teaching performance and its impact on student learning outcomes and uses the analysis to modify future programs, units of work, teaching and learning activities or strategies. | **•** Self-evaluation of teaching practice in terms of its effectiveness in enhancing student learning outcomes, based on information provided through classroom observations by colleagues or as a result of shared discussions with colleagues or supervisors. This information needs to be included in the evidence for this standard.  
**OR**  
**•** Evaluation of program or unit of work or sequence of teaching and learning activities or strategies based on students’ achievements of the learning outcomes in terms of their effectiveness in enhancing student learning outcomes.  
**OR**  
**•** Program or unit of work or teaching and learning activities or strategies, designed and implemented by the teacher, that have been modified as a result of the teacher’s reflection on their teaching practice. Evidence must include original and modified programs, units of work, teaching and learning activities or strategies.  
**OR**  
**•** PC Maintenance of Accreditation Report and Continuing Professional Development Record: Maintenance of Accreditation Report must include a reflection of the teacher’s practice and an explanation of how this reflection was used to inform their future practice. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Use the Professional Teaching Standards to reflect on current practice, identify areas for professional development and determine the impact on one’s practice.</td>
<td>- Develops a personal, professional learning plan based on analysis of the Experienced Teacher Professional Teaching Standards to work towards that includes clearly articulated short and long term goals.</td>
<td>- Documentation resulting from the analysis of Experienced Teacher Professional Teaching Standards identifying areas for professional development and:</td>
</tr>
<tr>
<td></td>
<td>- Maintains records of professional development courses/sessions attended both at school and with external providers.</td>
<td>o record of attendance or certificate</td>
</tr>
<tr>
<td></td>
<td>- Reflects on and records how information and skills presented at professional development courses can be incorporated in one’s own programs, units of work, teaching and learning activities and strategies.</td>
<td>o notes or reflection from course or session</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates the inclusion of professional learning acquired through engaging in professional development in programs, units of work and teaching and learning activities and strategies.</td>
<td>o a program, unit of work or sequence of teaching and learning activities that <strong>demonstrates the inclusion</strong> of information and/or skills gained through attending the course or session.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- CPD Record for a full maintenance period. Evaluations of all Institute Registered PD will need to include a description of the impact of the professional development on a teacher’s practice.</td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| 6.3      | Identify, participate in and evaluate a range of professional development experiences designed to enhance knowledge of subject/content, classroom skills or other professional learning such as OH&S, goal setting and first aid. | • Three certificates of participation in professional development courses and an evaluation of the effectiveness of using the knowledge and skills gained during each professional development course in subsequent teaching and learning activities. **OR**
• A sequence of teaching and learning activities or three lesson plans that include the learning gained during at least three professional development sessions together with an evaluation of the impact of using the knowledge and skills gained during professional development on students’ learning. **OR**
• Three records of participation in school professional development sessions and an evaluation of the effectiveness of using the knowledge and skills gained during each professional development session in subsequent teaching and learning activities. **OR**
• CPD Record for full maintenance period. Evaluations of all Institute Registered PD will need to include a full evaluation of the professional development. |

• Identifies and participates in a range of professional development activities such as staff/stage/faculty meetings, school development days, meetings of professional associations and networking opportunities. **OR**
• Includes professional development learning in subsequent programs, units of work, teaching and learning activities and lesson plans or professional practice. **OR**
• Evaluates the impact of professional learning experiences on their teaching, on their professional roles within the school and on students’ learning. **OR**

• Three certificates of participation in professional development courses and an evaluation of the effectiveness of using the knowledge and skills gained during each professional development course in subsequent teaching and learning activities. **OR**
• A sequence of teaching and learning activities or three lesson plans that include the learning gained during at least three professional development sessions together with an evaluation of the impact of using the knowledge and skills gained during professional development on students’ learning. **OR**
• Three records of participation in school professional development sessions and an evaluation of the effectiveness of using the knowledge and skills gained during each professional development session in subsequent teaching and learning activities. **OR**
• CPD Record for full maintenance period. Evaluations of all Institute Registered PD will need to include a full evaluation of the professional development.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 6.4      | As a member of a team or a team leader work productively with colleagues in reviewing teaching strategies and refining professional knowledge. | • Demonstrates willingness to work collaboratively with colleagues as part of a team or as the team leader to:  
  o plan, review and evaluate teaching strategies including team teaching  
  o work with support staff as appropriate  
  o write, review or evaluate teaching and learning programs.  
  • Demonstrates willingness to be involved in or leading professional committees and professional learning activities in the school.  
  • Leads or contributes to faculty/stage/welfare/learning support meetings. | • Agenda and detailed minutes of at least two meetings that involve the teacher as a member of a team or team leader reviewing and evaluating teaching strategies, programs or units of work.  
  OR  
  • Agenda and detailed minutes of at least two professional committees or professional learning activities at which the teacher made an explicit contribution or acted as the leader.  
  OR  
  • Agenda and detailed minutes of at least two faculty/stage/welfare or learning support meetings at which the teacher worked with colleagues to review teaching strategies or refine professional knowledge.  
  OR  
  • A sequence of ongoing communication with at least two colleagues that involves a discussion about the review of teaching strategies, programs, units of work or other aspects of teachers’ professional knowledge or practice. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 6.5      | • Contributes positively and significantly to staff meetings on broader educational issues.  
          • Contributes positively and significantly to stage/faculty meetings on pedagogical/content issues based on knowledge gained during professional development sessions.  
          • Contributes positively and significantly to the professional learning of colleagues in the areas of pedagogy/syllabus content issues based on knowledge gained during professional development.  
          • Models how to accept constructive feedback on a professional rather than personal level to colleagues and assists colleagues to provide and accept constructive feedback. | • Agenda and minutes of meeting at which the teacher:  
    o made a significant contribution on broader educational issues or pedagogical/content issues based on knowledge gained during professional development sessions, professional learning experiences or school-based action learning projects.  
    o includes reference to examples of the acceptance of constructive feedback.  
    OR  
    • A series of ongoing correspondence between the teacher and at least two colleagues in which he or she made a significant contribution on pedagogy or subject content based knowledge gained during professional development sessions, professional learning experiences or school-based action learning projects and demonstrates the acceptance of constructive feedback.  
    OR  
    • Video footage of teacher at a meeting either:  
      o making a significant contribution on pedagogical/content issues based on knowledge gained during professional development sessions, professional learning experiences or school-based action learning projects, or  
      o modelling how to accept constructive feedback on a professional rather than personal level to colleagues or assisting colleagues to provide and accept constructive feedback. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 6.6 Initiate and participate constructively in formal and informal professional interactions with colleagues that support ongoing professional development and learning. | - Contributes positively, is non-confrontational when disagreeing with another point of view; offers constructive and informed criticisms and suggestions.  
- Demonstrates willingness to initiate and participate in formal and informal discussions with colleagues that enhance professional knowledge, practice or commitment.  
- Initiates and contributes to discussions by proposing opportunities for meetings, assisting with the conducting of meetings, generating ideas and questions, contributing own thoughts on topics and actively listening to colleagues.  
- Initiates and contributes to online forums/networks for colleagues within the school or wider education community. | • A series of ongoing communications with colleagues that involve discussion about aspects of professional knowledge, practice or commitment.  
OR  
• Copy of initiation of and ongoing contributions to an online discussion about aspects of professional knowledge, practice or commitment.  
OR  
• Agenda and minutes of a sequence of meetings at which the teacher initiated and contributed to discussion about aspects of professional knowledge, practice or commitment.  
OR  
• PC Maintenance of Accreditation Report. In Element 6, teacher will need to include a description of when and how he/she initiated or participated in ongoing communication with colleagues about aspects of professional knowledge, practice or commitment. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.7</td>
<td>Undertake ongoing and sustained professional learning to maintain current educational research and ideas in the areas of effective teaching, learning and assessment practices.</td>
<td>Certificates of attendance from at least two professional development sessions on effective teaching, learning and assessment practices together with an evaluation of the ideas, content and skills provided in the session.</td>
</tr>
<tr>
<td></td>
<td>• Identifies and participates in professional learning by attending professional development opportunities within the school or made available through external providers.</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• Participates in ongoing professional investigations into effective teaching, learning and assessment strategies and practices within the school or wider educational community.</td>
<td>• Report written by the teacher as a result of his or her participation in an ongoing professional investigation, educational focus group, educational network group or professional development committee on effective teaching, learning and assessment practices.</td>
</tr>
<tr>
<td></td>
<td>• Participates in educational focus groups, reviews, educational network groups, professional development committee and action research projects that concentrate on effective teaching, learning and assessment strategies and practices.</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• Certificates of attendance from at least two professional development sessions on effective teaching, learning and assessment practices together with an evaluation of the ideas, content and skills provided in the session.</td>
<td>• Transcripts of current undergraduate or post-graduate studies on effective teaching, learning and assessment practices together with an evaluation of the ideas, content and skills provided in the course.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• PC Continuing Professional Development Record for a full period of maintenance. Professional Development must target PD at the level of Experienced Teacher and evaluations of Institute Registered PD must refer to the Experienced Teacher standards.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6.8 Reflect on and discuss with colleagues the implications of implementing relevant policy documents in schools. | • Incorporates mandatory school procedures and policy documents in programs, units of work, assessment practices, class organisation and management.  
• Reflects on and discusses relevant policy documents with colleagues at staff, faculty and stage meetings.  
• Assists in reviewing staff, faculty, stage and classroom practice to determine if they comply with the relevant policies (such as safety or gender equity) within the school and makes recommendations for changes as necessary. | • A program, unit of work or an assessment item created and implemented by the teacher that reflects mandatory school policies.  
OR  
• Agenda and minutes of at least two meetings at which relevant policy documents were discussed. The contribution of the teacher needs to be detailed.  
OR  
• Ongoing correspondence between teacher and colleagues as to how the mandatory policies are to be incorporated into teaching, learning, assessment and classroom organisation and management.  
OR  
• Document written by teacher and sent to head of faculty or department or member of the executive or colleagues after review of professional practice in relation to relevant school policies including recommendation for any changes to ensure compliance. |
### ELEMENT 7: Teachers are actively engaged members of their profession and the wider community

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>• Keeps comprehensive records which are used in reporting to colleagues, parents or caregivers. &lt;br&gt;• Follows school protocols for initiating communication with parents or caregivers. &lt;br&gt;• Initiates communication with and behaves towards parents or caregivers in a professional manner on changes to Board of Studies policy/school rules and regulations. &lt;br&gt;• Where appropriate ensures all communication such as newsletters and permission notes initiated by the teacher follow school guidelines.</td>
<td>• An outline of the school procedures relating to contacting parents or exchanging information about students between colleagues and one item of communication to parents or caregivers that demonstrates the teacher has: &lt;br&gt;  o followed school procedures &lt;br&gt;  o provided information relevant to the parents or caregivers about their child or changes to the Board of Studies policy/school rules or regulations. OR &lt;br&gt;• An outline of the school procedures relating to exchanging information about students between colleagues and one item of communication to colleagues that demonstrates the teacher has: &lt;br&gt;  o followed school procedures &lt;br&gt;  o provided information relevant to their colleagues that promotes students' learning, academic and pastoral wellbeing. OR &lt;br&gt;• An item written for the school newsletter, magazine, internet or intranet site that is used to promote students’ academic learning and/or pastoral wellbeing.</td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Suggested Types of Evidence</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7.2 Demonstrate sensitivity, empathy, understanding and respect in all communication relating to student academic and pastoral achievements. | • Knows and understands the backgrounds of students, their abilities and disabilities and relevant information about their parents or caregivers such as current situation and differing attitudes.  
• Communicates professionally and demonstrates sensitivity in oral and written communication with parents or caregivers.  
• As necessary uses appropriate personnel such as interpreters to communicate information to parents or caregivers. | • One item of correspondence to parents or caregivers demonstrating sensitivity, empathy, understanding and respect.  
**OR**  
• One audio recording of communication with parents or caregivers which demonstrates sensitivity, empathy, understanding and respect.  
**OR**  
• One item of correspondence to school personnel informing them of the communication that is required to be made to parents or caregivers, the reply from the school personnel and the correspondence to the parents or caregivers. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 7.3 Initiate opportunities for parents or caregivers to be involved either at school or at home in student learning where possible and appropriate. | • Initiates opportunities for parents or caregivers to share their skills, knowledge and expertise in accordance with school protocols to enhance programs or units of work.  
• Uses established structures in the school (such as emails, newsletters and school websites) to encourage parents or caregivers to be involved in school and/or classroom activities.  
• Initiates opportunities for parents or caregivers to be involved with students’ learning at home through such occurrences as homework, assignments or surveys. | • At least two different invitations to parents or caregivers to support teaching and learning in the classroom or at co-curricular events.  
OR  
• At least two different invitations to parents or caregivers to take an active role in a school event such as a concert or excursion.  
OR  
• At least two different invitations to parents or caregivers to present a session to students in the classroom or as part of a faculty event.  
OR  
• At least two different invitations to parents or caregivers to support their child in the classroom with one or more aspects of the program or unit of work together with details of the specific role and tasks they will perform.  
OR  
• At least two different learning tasks given to students that involve parents or caregivers in the homework, assignment, survey or project, and a student work sample that resulted from the task, and recognition by the parent or caregiver of their role in the creation of the work sample. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 7.4 Initiate, maintain contact and where possible develop mutually beneficial relationships with colleagues and community stakeholders. | • Initiates and maintains contact with colleagues and community stakeholders who are able to provide learning opportunities and support for students at the school.  
• Joins, maintains membership of and actively participates in professional networking meetings, online educational forums, professional associations or professional development committees within the school or wider educational community.  
• Initiates contact with community groups and invites them into the classroom (e.g. police, fire brigade or mayor); organises visits for the students to community organisations.  
• Volunteers to undertake leadership roles in school based activities such as sports carnivals, Parent and Friends meetings and co-curricular programs, contributing to the success of the activity. | • A least one item of correspondence, from the teacher inviting community groups, volunteers from a community group or colleagues to present to students in the classroom or other learning situation such as student camps or retreats together with an acknowledgement of attendance such as a thank you note to the presenter, photograph or correspondence.  
OR  
• At least one item of communication from colleague/s that outlines the teacher’s leadership role together with a duty statement for a school event and an evaluation by the teacher of their contribution to the success of the event.  
OR  
• At least one item of communication from a professional network, educational forum, professional association or professional development committee indicating the teacher’s current active membership and the roles the teacher has undertaken or the contribution the teacher has made to the group.  
OR  
• Correspondence to community stakeholders acknowledging or requesting student presentations or involvement in local community events. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| **7.5** Demonstrate ethical behaviour in relationships with the educational community and maintain privacy of colleagues and students and confidentiality of school information. | • Implements legislation regarding privacy of students, colleagues and school information including:  
  o being discerning about with whom and where confidential issues are discussed  
  o not disclosing student information without first checking with the appropriate manager or supervisor  
  o keeping records and relevant documentation secure and confidential.  

  • Seeks advice when unsure and implements appropriate action with events that involve the media and/or critical incident reporting, students, parents and caregivers or other members of the educational community.  

  • Uses appropriate and justifiable comments in all record keeping and when discussing students with colleagues, parents and caregivers and other members of the school community.  

  • Immediately reports issues/incidents such as critical incidents and child protection to relevant personnel.  

  • Promptly notifies or refers confidential issues relating to students to supervisors and relevant personnel. | • At least one item of correspondence that indicates the teacher has followed school procedure when informing the relevant personnel about issues such as critical incidents, child protection or other confidential matters. A copy of relevant school procedures needs to be included with the evidence.  

  **OR**  

  • At least one item of correspondence from supervisor or other relevant personnel detailing:  
    o the teacher’s implementation of legislation relating to privacy of student information  

    **OR**  

    o the teacher’s reporting of specific incidents or confidential issues that have been referred by students or parents or caregivers or colleagues. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Suggested Types of Evidence</th>
</tr>
</thead>
</table>
| 7.6 Conduct activities that involve communication and interaction with parents, caregivers, colleagues, industry and the local community in a professional and considered manner. | • Communicates and corresponds with all members of the school and local community in a professional and considered manner in all contexts.  
• Edits and proofreads all forms of written communication so that the information is accurate, uses correct grammar and spelling and demonstrates respect and sensitivity to the recipients.  
• Uses school procedure to inform all relevant persons about:  
  o activities, interviews and meetings well ahead of time  
  o conducts such events on time, using appropriate language, accurate information and in a manner that is sensitive to those attending the event.  
• Dresses professionally; dress is neat and appropriate and in keeping with the expectations of the school and local community. | • At least two examples of communication to parents or caregivers or colleagues or industry representatives or the local community that demonstrates professionalism i.e. information is accurate, uses correct grammar and spelling and demonstrates respect and sensitivity to the recipients.  
**OR**  
• At least two examples of communication to parents or caregivers or colleagues or industry representatives or the local community about school events that demonstrate professionalism i.e. informs the audience well ahead of time, using appropriate language, accurate information and in a manner that is sensitive to those potentially attending the event.  
**OR**  
• Video footage of teacher communicating with parents or caregivers or colleagues or industry representatives or members of the local community in a professional manner i.e. wearing appropriate attire **and** using appropriate language, accurate information **and** in a manner that is sensitive to those attending the event. |
GLOSSARY

Definition of Terms

• Annotated bibliography
  An annotated bibliography is a bibliography in which each source of information has a brief summary as to how the source is useful to an author in constructing a program, unit of work or sequence of teaching and learning activities. Information on how to reference sources of information is included at the end of Evidence Guide.

• Classroom management plan
  A classroom management plan is a description of how the teacher and students will work together to achieve the learning goals. It includes behavioural, organisational and management strategies and expectations. The plan needs to be clearly and explicitly communicated to the students in one or more different forms appropriate to their stage of development. The plan is designed and implemented so students feel safe and supported in the classroom, are included in all activities and to maximise the time students spend learning. The plan will also outline the consequences for students of not meeting expectations. Classroom management plans may be developed by the teacher or in collaboration with the students and will be linked to the school behaviour and/or discipline policy.

• Differentiated program or unit of work
  A differentiated program or unit of work includes teaching and learning activities for the mainstream students and students with needs different to these students. The evidence must indicate specifically and in detail how activities have been changed for the students or student with specific needs. A copy of the activities for the mainstream students and a copy of the activities for the students who have specific learning needs are to be included in the evidence.

• Formative assessment
  Formative assessment involves assessing students over time in a series of activities and/or tasks to ensure that they are progressing towards the achievement of syllabus outcomes and/or learning goals. Formative assessment tasks should be focused on providing feedback to students at regular intervals in order to assist them to identify areas of strength and areas requiring development as they progress towards the outcomes.

• ICT program
  An ICT program is a standard computer program or type of software. Common ICT programs include word processing software such as Microsoft® Word, presentation software such as Microsoft® PowerPoint or SMART Notebook. Internet Explorer is a program. NB: The programs listed are examples only and this list is by no means exhaustive of the types of programs used by teachers and students in schools.

• Literacy strategies
  Talking and Listening
  • Defining key terms
    E.g.: Definition of terms appropriate to the content.
  • Role plays
    E.g.: Drama
  • Conducting interviews, discussions and oral presentations.
    E.g.: News sessions, monologues, story retelling, debates, barrier games and questioning and problem-solving techniques.

  Reading
  • Modelled reading
    E.g.: Teacher modelling decoding strategies and fluency, including pace, attention to punctuation, expression.
  • Shared reading
E.g.: Students listening to each other read and applying and discussing the skills modelled by the teacher.

- Repeated reading
  E.g.: Multiple rereading of text to develop and receive feedback on their application of targeted reading skills.

- Independent reading
  E.g.: Students engaged in reading a text to gain information, understanding and for enjoyment.

**Writing**

- Modelled writing
  E.g.: Teacher specifying purpose and modelling text structure, including vocabulary and grammatical features.

- Shared writing
  E.g.: Discussion of purpose and joint construction of a text.

- Independent writing tasks
  E.g.: Students writing own text to demonstrate their purpose and application of appropriate skills and strategies.

**Maintenance of Accreditation Report/Continuing Professional Development Record (Professional Competence)**

For further details go to:


**Notes**

Notes provide additional information or data that is relevant to the standard and is reflected in the program or unit of work. In the case where data is provided, a summary is required in order to explain the relevance of the data included. Notes need to be about all or specific students in the teachers’ class or classes.

**Pedagogy**

Teaching pedagogy involves the learning activities and experiences – the ‘what you do’ and ‘how you do it’.

**PC**

Accreditation through the NSW Institute of Teachers at the key stage of Professional Competence.

**Range/Variety**

Some standards include the word “range”, for example a broad range of strategies. Some standards include the word “variety”. In the context of this Evidence Guide, range and variety mean three examples.

**Referencing sources of evidence**

When items of evidence from textbooks, other teachers and the Internet are included as evidence the following information needs to be included. Information as to how to reference sources of evidence is included at the end of the Evidence Guide.

Referencing – short guide to creating a bibliography
http://www.sit.nsw.edu.au/library/?Media_Index_ID=1038

Sources of information included in a submission of evidence need to be referenced on the document. Refer to the short guide to creating a bibliography from the TAFE Ultimo College Library for details.

**Sequence of teaching and learning activities**

A sequence of teaching and learning activities are actions in which students participate in order to meet the syllabus outcomes. The activities need to be arranged in a logical order to build on a
particular concept, idea, or content e.g. The teaching and learning activities in the second and third lessons are a logical progression from the first. Lessons may be spaced over time but still follow-on and build-on prior learning. At least three activities need to be included in the sequence.

- **Sequence of correspondence**
  The sequence must involve at least two items of correspondence from the teacher and at least two items of correspondence from one or two recipients, as indicated in the *Suggested Types of Evidence* for the standard.

- **Situational Analysis**
  An investigation and resulting record of the strengths and weaknesses of students in a class or cohort in relation to some aspect of their education.

- **Summative assessment**
  Summative assessment involves maintaining comprehensive records of the extent to which students have met the syllabus outcomes and/or learning goals. This is usually completed at the end of the program, unit of work or sequence of teaching and learning activities. Summative assessment tasks should be developed with a clear description, explicit criteria and a marking scheme that students can understand.

- **Teaching programs**
  Teaching programs usually include information about teaching and learning over a period of time such as a year or stage.

- **Unit of work**
  A unit of work is a significant portion of a teaching program that is usually based around one theme or some specific part of the syllabus.