



NSW Institute of Teachers

Evidence Guide for Professional Accomplishment

NSW INSTITUTE OF TEACHERS



Evidence Guide for Professional Accomplishment

INTRODUCTION

Working at Professional Accomplishment

The relationship of the Evidence Guide to the Standards

Effective teaching relies on the seamless integration of key elements of practice. It is best understood as a holistic activity. While it is necessary for teachers to achieve all of the Standards at Professional Accomplishment in order to be accredited at that key stage, teaching should not be judged by evaluating independent segments or compartments of practice. In any given circumstance, effective teaching relies on applying knowledge, skills and attitudes in complex, varying and contingent ways.

While the Professional Teaching Standards for Professional Accomplishment are descriptors of teaching at Professional Accomplishment, they still need to be understood as components of practice that can be demonstrated holistically.

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

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

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

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

A general description of the characteristics of Professional Accomplishment

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

Teachers working at Professional Accomplishment are:

- recognised by their peers and colleagues as outstanding practitioners across all aspects of classroom practice and associated professional activities
- able to maximise the learning of their students, and assist peers and colleagues to do likewise, using their outstanding depth of knowledge and highly effective teaching skills as described in the Standards
- able to use, and support peers and colleagues to use, consistently effective and varied teaching activities to elicit high levels of student engagement
- able to provide support and advice for colleagues as a result of the outstanding quality of their teaching practice and through their contribution to the school and educational community
- active in helping to establish the professional environment which maximises the professional practice opportunities of colleagues and learning of students.



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

Evidence Guide for Professional Accomplishment

ELEMENT 1 Teachers know their subject content and how to teach that content to their students	
	Standard
1.3.1	Exhibit and share comprehensive knowledge of the content/discipline(s) with other teachers to develop exemplary, content-rich, teaching activities and programs.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ attending and contributing to professional development or further study focusing on subject content ■ communicating and collaborating with colleagues about the development of programs that: <ul style="list-style-type: none"> – incorporate knowledge of KLA content – contain outcomes for students derived from sound assessment information – provide multiple learning pathways into the content ■ demonstrating to colleagues the development of content-rich programs and teaching activities ■ planning programs that include real-world, authentic examples, where appropriate, and demonstrate relevance of knowledge to a variety of contexts.
1.3.2	Mentor colleagues to ensure that classroom programs and teaching strategies are pedagogically sound and research-based.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ mentoring effectively by advising, assisting, informing and encouraging colleagues ■ modelling effective teaching practices in a range of contexts ■ initiating/participating in professional dialogue with colleagues about the effective delivery of lessons and encouraging discussion and exploration of a range of practices.
1.3.3	Assist and advise on the implementation of contextually relevant, high quality teaching and learning programs and activities using expert knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ sharing and maintaining up-to-date knowledge of curriculum issues across, for example, school, system, sector or network ■ supporting colleagues and providing advice about teaching and learning programs and activities that: <ul style="list-style-type: none"> – include real-world, authentic examples/experiences – are relevant to the school context and aligned to syllabus requirements – maintain high expectations of student achievement.



ELEMENT 1

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

	Standard
1.3.4	<p>Exhibit and share current skills in the use of ICT in the classroom to meet syllabus outcomes in the following:</p> <ul style="list-style-type: none">• Operational skills• Information technology skills• Software evaluation skills• Effective use of the internet• Pedagogical skills for classroom management.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none">■ demonstrating and modelling effective classroom practice in operational skills, information technology skills, software evaluation skills, effective use of the internet, and creating a learning and classroom environment where students' operational, IT and software evaluation skills and skills in the effective use of the internet can develop■ sharing exemplary and innovative electronic resources and processes with colleagues■ sharing with colleagues examples of the effective use of pedagogical skills that involve technology in teaching and learning programs to enhance individual student learning.

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ELEMENT 2

Teachers know their students and how they learn

	Standard
2.3.1	Exhibit and share theoretical and practical knowledge of the effects of social, ethnic, cultural and religious background factors to meet the learning needs of all students.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ developing and implementing strategies to address the impact of social, ethnic, cultural and religious background-related issues on student achievement ■ participating in the development and application of school-based policy to address social, ethnic, cultural and religious background-related issues in the local context ■ participating in professional development to expand knowledge and awareness of social, ethnic, cultural and religious background issues and sharing knowledge gained with colleagues ■ articulating sensitively relevant knowledge of social, ethnic, cultural and religious background issues with colleagues, parents and the community.
2.3.2	Exhibit and share theoretical and practical knowledge of typical stages of students' physical, social and intellectual development, as well as an awareness of exceptions to general patterns.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ contributing to school organisation to plan for and accommodate the specific physical, social and intellectual needs of students ■ sharing strategies for considering students' stages of development with colleagues and across faculties/stages/the wider profession ■ undertaking professional development to improve and update knowledge of typical stages of physical, social and intellectual development and sharing new learning with colleagues ■ developing innovative, challenging programs that are differentiated to meet the needs of all students with respect to physical, social and intellectual development ■ informing parents and caregivers of typical patterns of development and how these are reflected in curriculum practice within the school.
2.3.3	Share practical and theoretical knowledge of the different approaches to learning to enhance learning outcomes.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ utilising experiences and working collaboratively with others to support the different approaches to learning of all students ■ sharing practical and theoretical knowledge when participating in and contributing to special interest groups and teams ■ communicating and sharing with community organisations and other relevant external bodies to gain access to resources and services to support students' approaches to learning ■ undertaking professional development and disseminating knowledge gained related to different approaches to learning.



ELEMENT 2 Teachers know their students and how they learn	
	Standard
2.3.4	<p>Exhibit and facilitate the sharing of knowledge and understanding of the skills, interests and prior achievements of students and the impact of these factors on learning.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ tracking progress of students and planning future learning on the basis of that information together with the skills and interests of the students ■ sharing with and seeking from colleagues, appropriate information about students' skills, interests and prior achievements across and within stages/faculties to support learning ■ sharing assessment data and other information with relevant staff to ensure continuity of learning.
2.3.5	<p>As appropriate, provide informed advice and support to colleagues in the design of effective strategies for teaching:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ articulating/demonstrating to colleagues successful strategies arising from past or current experience that are appropriate for at least one of the groups of students ■ directing colleagues to specific appropriate human and material resources that support effective learning for at least one of the groups of students ■ distributing relevant information to colleagues about teaching strategies that are effective for at least one of the groups of students ■ accessing specialists in the school/community/ region/diocese/sector/state etc who can provide information on effective teaching strategies ■ supporting colleagues to work cooperatively with specialist support staff to ensure continuity of learning for targeted students ■ disseminating knowledge about the learning needs of students gained from undertaking professional development.

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ELEMENT 2

Teachers know their students and how they learn

	Standard
2.3.6	<p>Provide advice and support to colleagues to implement a range of literacy strategies to meet the needs of all students including:</p> <ul style="list-style-type: none">• Aboriginal and Torres Strait Islander students• Students with Special Education Needs• Non-English Speaking Background students• Students with Challenging Behaviours.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none">■ sharing effective literacy teaching practices and resources■ consulting with and utilising specialist groups/networks to build knowledge about a range of literacy strategies that are effective for these groups of students and sharing this with colleagues■ sharing effective literacy strategies in different subject contexts■ assessing and tracking progress of students to determine if the literacy strategies implemented are effective for the groups of students targeted and sharing findings with colleagues.



ELEMENT 3 Teachers plan, assess and report for effective learning	
	Standard
3.3.1	Set challenging learning goals for all students, and assist other teachers to develop and articulate clear and valuable learning goals.
	Demonstrated by indicators that might include but are not limited to: <ul style="list-style-type: none">■ planning and delivering lessons and implementing teaching practices based on challenging learning goals that enhance student achievement■ contributing to planning meetings focussing on writing teaching and learning programs that include achievable yet challenging learning goals■ using knowledge of student achievement including student assessment data beyond own classroom and using this information and knowledge to set challenging learning goals for all students■ developing a culture of high expectations for all students across the stage/faculty/school or beyond through the explicit articulation of learning goals to students for each lesson/learning activity and assisting colleagues to follow the same process■ differentiating learning goals based on knowledge and information about students' prior achievements.
3.3.2	Advise and assist colleagues to design and implement high-quality teaching and learning programs that enhance learning outcomes through innovative, engaging learning opportunities
	Demonstrated by indicators that might include but are not limited to: <ul style="list-style-type: none">■ working cooperatively with colleagues to design high quality teaching and learning programs■ evaluating own teaching program and innovative teaching activities in terms of student learning outcomes achieved in a unit of work and/or lesson and sharing this evaluation with colleagues■ providing information, encouragement and support for colleagues to develop, implement and evaluate high quality teaching and learning programs and innovative teaching and learning activities in a culture of evaluation and peer review■ assisting teachers to implement high-quality teaching and learning programs and innovative, engaging learning opportunities through modelling and demonstration.

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ELEMENT 3

Teachers plan, assess and report for effective learning

	Standard
3.3.3	Assist colleagues to apply high-level theoretical and practical knowledge of teaching and learning practices to organise subject content in logical and structured ways as appropriate to learning goals.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ reviewing current research on specific subject content as well as how to teach that content to students, and making a summary available to colleagues ■ providing informed advice to colleagues about how to improve the teaching sequence of subject content to their students so that it better achieves learning goals ■ modelling and sharing the processes that support effective and focused lesson development and implementation based on logical and structured way of teaching the subject content ■ contributing to the development of teaching and learning programs by drawing on high-level subject knowledge, pedagogical content knowledge and successful achievement by students of the learning goals.
3.3.4	Advise and assist colleagues to use, select and develop resources and materials to engage students' learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ organising well-chosen resources and materials periodically and appropriately and sharing them with colleagues ■ developing, using and sharing original resources and materials ■ keeping up-to-date with resources published by professional organisations and disseminating relevant information to colleagues ■ providing advice to budget/resource committees on additional resources needed, based on student achievement and needs ■ evaluating original resources or those developed by others to determine which would engage students' learning.
3.3.5	Design and use highly effective assessment strategies that link to the learning outcomes articulated in syllabus documents.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ reviewing assessment results from own class(es) to analyse effectiveness of teaching practice on individual students ■ designing assessment strategies that distinguish between students' knowledge, skills and understandings and link explicitly to syllabus outcomes ■ including highly effective assessment strategies in teaching programs, using a variety of assessment tools with explicit criteria for students that are linked to syllabus outcomes so that valid and consistent judgements can be made about student achievement ■ keeping diagnostic assessment information and using it to inform the assessment strategies selected for students ■ developing teaching programs that include highly effective formal and informal assessment strategies and that show clear links between assessment tasks and syllabus outcomes.



ELEMENT 3 Teachers plan, assess and report for effective learning	
	Standard
3.3.6	<p>Advise and assist colleagues in the planning and use of effective assessment strategies designed to meet syllabus outcomes.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ supporting colleagues in interpreting data derived from effective assessment strategies and incorporating it into school-based teaching and learning programs and activities ■ leading collaborative planning to use effective assessment strategies that are designed to meet syllabus outcomes ■ sharing successful assessment strategies with colleagues, and assisting colleagues to incorporate them into their teaching and learning programs and lessons.
3.3.7	<p>Model effective and consistent oral and written feedback to ensure that reflection and encouragement are integral to all students' learning.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ modelling to colleagues a range of effective student feedback strategies that improve and encourage students' ongoing learning ■ presenting to colleagues examples of effective written feedback on student work samples ■ presenting to colleagues a variety of assessment for learning strategies.
3.3.8	<p>Advise and assist colleagues to design, use and maintain effective and efficient record-keeping systems that monitor students' learning progress.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ developing own effective and efficient record-keeping systems and sharing these systems and expertise with appropriate colleagues ■ assisting colleagues to implement a new school-based, faculty or stage-based record-keeping system ■ assisting colleagues to refer to and integrate information from previous records to inform current and future teaching and learning plans for students.
3.3.9	<p>Advise and assist colleagues to develop policies, guidelines and reporting systems that comply with and respond to changes in Board of Studies, systemic and/or school based policies.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ contributing to the development and/or review of school policy and practices on reporting student progress ■ reviewing and adjusting own practices in response to school policy changes and external policy changes ■ assisting colleagues to implement changes as required in policies, guidelines and reporting systems by developing plans to accommodate change.



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ELEMENT 3

Teachers plan, assess and report for effective learning

	Standard
3.3.10	Advise and assist colleagues to use the results of student assessments as well as practical and theoretical knowledge to evaluate teaching and learning programs.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none">■ analysing assessment data and information for individual students in order to evaluate the effectiveness of own teaching programs■ supporting colleagues in the tracking of student achievement using all available data and information to evaluate learning programs to inform further teaching■ sharing with colleagues the links made between external assessment data and teaching and learning programs and school-based assessments■ working with colleagues to identify the gaps in student achievement and to implement teaching and learning strategies to address them.



ELEMENT 4 Teachers communicate effectively with their students	
	Standard
4.3.1	Select and use effective forms of explanation to support student understanding of their learning goals.
	Demonstrated by indicators that might include but are not limited to: <ul style="list-style-type: none">■ introducing, structuring and delivering lessons to ensure that students gain a firm understanding of their learning goals■ demonstrating, through informal assessment, the effectiveness of forms of explanation used to support understanding of learning goals■ providing an outline of the intended learning goals to students at the beginning of a unit of work/lesson/teaching activity.
4.3.2	Use effective questioning techniques to engage students in lively, sustained discussion structured around key content and ideas.
	Demonstrated by indicators that might include but are not limited to: <ul style="list-style-type: none">■ explicitly teaching the skills required for effective discussion and dialogue, working in groups, etc■ managing well-controlled, focused discussions in the classroom relating to syllabus content■ using a range of questioning techniques that promote student-to-student discussion■ using student-centred teaching strategies that encourage students to engage in lively, sustained discussions.
4.3.3	Engage students in discussion that enables them to synthesise a range of views and ideas to develop deeper understandings and different viewpoints.
	Demonstrated by indicators that might include but are not limited to: <ul style="list-style-type: none">■ managing discussion so that students are exposed to a variety of ideas and a range of views■ intervening at the appropriate moment to move student discussion to higher-level thinking■ ensuring all points of view are heard and are critically evaluated and inserting other ideas into the discussion■ ensuring that students can articulate a deep understanding of what they have learned from a discussion that involves a range of ideas and viewpoints.
4.3.4	Assist colleagues to design and facilitate a wide variety of purposeful group structures that support student engagement to make content meaningful.
	Demonstrated by indicators that might include but are not limited to: <ul style="list-style-type: none">■ working with colleagues to design and facilitate effective and purposeful group-work structures■ providing information and ideas to colleagues about how to include purposeful group structures into a teaching program, unit of work or lesson and collaboratively evaluating the success of these structures in terms of student engagement and learning.



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ELEMENT 4

Teachers communicate effectively with their students

	Standard
4.3.5	Assist colleagues to create, select and use a repertoire of teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none">■ demonstrating to colleagues a variety of teaching strategies that are linked to outcomes and the use of a variety of resources that enhance student learning■ sharing experience and knowledge of current, relevant and appropriate ICT resources and how they can be used to enhance student learning.



ELEMENT 5 Teachers create and maintain safe and challenging learning environments through the use of classroom management skills	
	Standard
5.3.1	<p>Model for colleagues inclusive strategies that ensure students are valued and treated with respect.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ creating and maintaining a safe and challenging learning environment based on value and respect for each other and sharing the strategies with colleagues ■ modelling inclusion of and respect for others through own demeanour towards students and in formal and informal professional dialogue with colleagues.
5.3.2	<p>Model and share with colleagues teaching and learning practices that value students' experiences, including their home culture.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues to enhance learning opportunities for students by utilising knowledge of students' experiences and their home culture ■ working with colleagues to recognise, acknowledge and incorporate the experiences and cultural background of students in teaching and learning programs, lessons and activities ■ modelling to colleagues how student background information can be effectively incorporated into their teaching and learning practices.
5.3.3	<p>Assist colleagues to develop positive learning environments that encompass open-mindedness, curiosity and honesty</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues to cultivate a classroom culture of exciting, challenging learning which supports students to be honest, to take risks, learn from mistakes and be successful learners ■ working with colleagues to develop students' curiosity, and higher-order thinking skills through tasks that encourage open-mindedness, and sharing successful strategies with colleagues ■ engaging in formalised processes for sharing with colleagues information and strategies for developing positive learning environments.
5.3.4	<p>Employ a variety of classroom management strategies to maximise the use of classroom time for productive learning.</p>
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ establishing routines and expectations and articulating these clearly and consistently to students ■ ensuring that lessons contain a variety of differentiated tasks that meet the learning needs of students.



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ELEMENT 5

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

	Standard
5.3.5	Develop, apply and share with others a flexible repertoire of strategies for managing student behaviour and promoting student responsibility for learning and for appropriate conduct.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ keeping informed of current research relating to managing student behaviour and using it to inform own management of student behaviour ■ articulating clearly to students their role in appropriate behaviour and the effects their behaviour has on their learning and the learning of others ■ implementing successful behaviour management strategies and sharing these with colleagues ■ contributing to the development and/or implementation of policy and procedures related to managing student behaviour ■ supporting colleagues to establish criteria for appropriate student conduct so as to promote learning ■ sharing with colleagues knowledge of the range of external support services that assist in the management of student behaviour and promote students taking responsibility for their learning.
5.3.6	Use expert knowledge of student behaviour management to develop and share with colleagues a flexible repertoire of classroom management strategies.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ identifying and assisting colleagues to access appropriate external expertise in the management of student behaviour in the classroom ■ evaluating classroom management strategies and sharing this information with colleagues ■ encouraging collaboration with parents to develop and implement targeted strategies to manage particular behaviours.
5.3.7	Assist in the development and implementation of safe working practices to ensure student safety.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ contributing to the development of school-based safe working practices and procedures ■ supporting others to ensure that mandatory and school-initiated policies and safe working practices are understood and implemented ■ being proactive in identifying possible safety issues or hazards and taking appropriate action.



ELEMENT 6 Teachers continually improve their professional knowledge and practice	
	Standard
6.3.1	Model effective practices for systematically analysing and reflecting on individual teacher practice in relation to student learning outcomes.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ changing teaching practice following systematic analysis and reflection of own teaching practices in relation to student learning outcomes and discussing this with colleagues, including new scheme teachers ■ initiating and leading discussion, analysis and reflection with colleagues, including new scheme teachers, on their own teaching practice ■ utilising and sharing knowledge of how analysing own teaching practice can have a positive impact on student learning outcomes.
6.3.2	Assist colleagues to identify and implement strategies to address their professional learning needs based on the professional standards.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues including new scheme teachers and assisting them to use to the Professional Teaching Standards to identify professional learning needs ■ creating opportunities to share own and others' knowledge and experiences of using the Professional Teaching Standards to identify professional learning needs.
6.3.3	Assist colleagues to plan their professional development to enhance knowledge of subject/content and classroom skills.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working with colleagues including new scheme teachers to identify their professional development needs with respect to subject/content knowledge and classroom teaching skills ■ sharing knowledge of current research in classroom skills and content knowledge with colleagues and supporting them to include this into their classroom practice ■ creating opportunities to share own and others' knowledge and experiences of professional learning activities that focus on subject content knowledge or classroom teaching and management skills ■ working with colleagues including new scheme teachers to establish professional development plans.
6.3.4	Model collegial practices for evaluating and sharing best practice in teaching strategies and professional knowledge and practice.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ working collaboratively with colleagues including new scheme teachers and school support staff in evaluating and sharing best practice in teaching strategies ■ leading professional dialogue about best practice in teaching practice or professional knowledge and practice ■ demonstrating the implementation of professional knowledge or best practice in the classroom to colleagues in a range of forums.



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ELEMENT 6

Teachers continually improve their professional knowledge and practice

	Standard
6.3.5	Create and utilise networks to support constructive professional discussion.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ establishing networks, special interest groups or professional discussions within the school or wider educational community in response to an identified need ■ providing constructive professional discussion within an established network or group ■ maintaining active membership of professional associations or other organisations ■ participating in professional educational groups external to the school.
6.3.6	Actively utilise and maintain professional networks such as professional associations to access information that supports professional learning.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ utilising and maintaining active membership of professional associations or professional organisations ■ actively participating in and contributing to professional networks or forums.
6.3.7	Build sustained contributions to developing effective teaching, curriculum, and assessment practices by accessing and critiquing relevant research.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ reading widely, critically reviewing relevant research on effective teacher, curriculum and assessment practice and developing written responses to what is read ■ critically evaluating research and incorporating research into teaching practice where appropriate ■ ensuring that critically reviewed research findings about effective teaching, curriculum and assessment practice are shared with colleagues.
6.3.8	Assist and advise colleagues in the formation of effective school policy and practice.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ providing relevant research and professional readings when members of the school community are considering, reviewing or forming policy and practice ■ supporting colleagues to apply Government policy, legislative requirements, Board of Studies requirements and employer or sector policies to the development of school-based policy and practices ■ supporting the understanding and implementation of school policies in the classroom and professional practice of colleagues.



ELEMENT 7 Teachers are actively engaged members of their profession and the wider community	
	Standard
7.3.1	Develop and implement communication strategies that foster positive school-community relationships.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ initiating or contributing to the development or revision of protocols for communication with parents and caregivers ■ implementing a variety of communication strategies to meet the needs of, and to foster positive relationships with, the local community.
7.3.2	Monitor and evaluate the effectiveness of communication between school and home.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ evaluating own communication practices and making improvements to meet changing school community or individual needs ■ supporting colleagues to monitor and evaluate the effectiveness of communication with parents and caregivers in the light of data and information gathered from parents and caregivers ■ supporting colleagues to develop or revise their communications between school and home.
7.3.3	Regularly provide opportunities for parents and caregivers to be involved in teaching and learning to support their children's learning where appropriate.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ ensuring that regular arrangements are made to discuss a student's progress and how the parent or caregivers can support that student's learning ■ disseminating plain English information to parents and caregivers about the curriculum being studied, teaching methods and ways of supporting children's learning ■ creating opportunities to accommodate the contributions of parents, caregivers and community members in the classroom and the school to enhance teaching and learning.
7.3.4	Provide opportunities for the development of quality relationships between students, colleagues and the community.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ identifying opportunities to establish relationships between the students, the school, staff members and the community ■ developing opportunities for students and colleagues to access appropriate community resources or support community activities.



Evidence Guide for Professional Accomplishment

ELEMENT 7

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

	Standard
7.3.5	Ensure that all contact with the educational and wider community is professional and ethical.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ adhering to school communications protocols and reporting procedures in relation to the wider community ■ adopting professional and ethical practices when liaising with the wider community ■ assisting in the development of school protocols and procedures that describe professional and ethical behaviour.
7.3.6	Model and present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community.
	<p>Demonstrated by indicators that might include but are not limited to:</p> <ul style="list-style-type: none"> ■ distributing only well-written, well-designed and purposeful written communication to parents and caregivers, colleagues, industry and the community ■ adapting written and oral communication to meet the needs of specific groups such as parents and caregivers, colleagues, industry and the local community ■ supporting colleagues to promote a positive reputation of the school and the profession to parents and caregivers, industry and the community.