

NSW *Institute of Teachers*

Evidence Guide for Professional Leadership

Support Document

NSW INSTITUTE OF TEACHERS



Evidence Guide for Professional Leadership

Support Document

INTRODUCTION

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

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

Using this Support Document

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

The determining factor in accreditation at any level is the demonstration of achievement of the Professional Teaching Standards. That said, it is important to note that the ways in which achievement of the Standards can be demonstrated will always depend on the candidate's context. A candidate at Professional Leadership level will be someone who exhibits and shares their knowledge and practice and models and demonstrates their expertise. This demonstration of skills will occur in a variety of ways ranging from face-to-face contact to the use of print media and information technology.

The evidence in this guide is not definitive and it is important to bear in mind that the descriptions of evidence contained in this document are suggestions only. The examples provided are not exhaustive and candidates may well gather evidence from their work and from professional and school contexts not described in this guide. It is quite possible that candidates will develop their own evidence.

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

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

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

Collecting Evidence

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



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

- documentary evidence
- referee evidence
- observations

These sources of evidence are coded as D, R and O in this document. They are provided as a guide as to how the evidence would usually be provided, but a candidate may decide to provide evidence in a different way or from a different source to that suggested. However, evidence must come from these three different sources. There is no single source of evidence.

Documentary evidence may include such things as: excerpts from teaching and learning programs (the candidate's own and others'); planning documents; written communications, emails, newsletters and notes; action/strategic plans; student work samples; transcripts, testamurs and certificates; evaluations, reports, papers and articles; ICT-based evidence.

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

Observations of a candidate's practice make a valuable contribution to the accreditation process. Structured observations will be undertaken by external observers who are experienced teachers, trained and allocated by the Institute. Consultation will take place between the candidate, the teacher accreditation authority and the school so that the external observer can undertake a site visit and observe the candidate's practice. Structured observations by external observers provide an opportunity for an independent review of a candidate's practice and substantiation of their claims for accreditation. External observers complete and submit a written report on their observations. A copy of the report is given to the candidate and to the Institute.

Application of the Standards

The Professional Teaching Standards at Professional Leadership articulate the link between the quality of professional practice across the school and student learning. At this key stage, the emphasis is on the strategic role the candidate has in identifying strategies that maximise student learning and in influencing the degree to which colleagues accept and implement these strategies.

Achievement of the Standards is demonstrated in the context of improving student learning and colleagues' professional learning and practice. This is realised through a focus on both the teaching practice and content knowledge of the candidate as well as his/her contribution to the development of his/her colleagues' skills in pedagogy and classroom management.

Evidence Guide for Professional Leadership

Support Document

The Use of Student Assessment Data as Evidence

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

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

Content Knowledge

Accreditation at Professional Leadership is not a subject specific accreditation.

Effective teaching relies on deep content knowledge as well as affective processes. Evidence of deep content knowledge will vary according to context and in particular between primary and secondary schooling. There are also some teaching roles in which content knowledge is general rather than specialised, or specialised in an area other than a subject or learning area. Evidence of deep content knowledge is not always listed specifically for each Standard because it applies across all Standards and because it can apply differently according to circumstances.

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



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

Standard 1.4.1 – Initiate or lead the development of policies, programs and processes that advance students’ learning through the use of high-level knowledge of the content/discipline(s) taught.

Standard 1.4.2 – Initiate or lead the development of pedagogically-sound, research-based and effective policies, programs and processes.

Standard 1.4.3 – Evaluate existing teaching and learning programs and lead further development by using expert knowledge of NSW syllabus documents or other curriculum requirements of the Education Act.

Standard 1.4.4 – Initiate or lead the implementation of policies and processes to integrate ICT into the learning environment.

Standard	Demonstrated by indicators that might include but are not limited to:
1.4.1	<p>Using high-level knowledge of the content/discipline(s) taught to:</p> <ul style="list-style-type: none"> ■ assist the work of committees, teams or groups to oversee syllabus implementation as well as the continual evaluation and development of teaching and learning programs ■ initiate or promote particular strategies that will advance student learning ■ assist colleagues to develop high-level knowledge of the content/discipline(s) taught and apply it to their teaching. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that demonstrates the role the candidate played in the analysis of syllabus requirements and the development or review of teaching and learning programs to ensure they meet syllabus outcomes</p> <p>R – The candidate encourages colleagues to share their content/discipline knowledge during collaborative reviews of teaching and learning programs</p> <p>R – The candidate assists colleagues to ensure that content-rich learning activities are included in teaching and learning programs</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 1

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

Standard	Demonstrated by indicators that might include but are not limited to:
1.4.2	<ul style="list-style-type: none"> ■ Selecting and disseminating information about pedagogically-sound and research-based practices to support teaching subject content. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that demonstrates the role the candidate played in leading discussion and analysis of exemplary teaching practices and the latest educational research into effective teaching</p> <p>R – The candidate shares with colleagues information on research papers and articles to initiate discussion on effective teaching and to encourage a review of current teaching practices</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
1.4.2	<ul style="list-style-type: none"> ■ Establishing and/or supporting mentoring systems to support the trial and implementation of pedagogically-sound, research-based and effective policies, programs and processes. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that details and substantiates the candidate's successful involvement in mentoring systems that foster pedagogically-sound teaching practices, especially involving new scheme teachers and/or long term casual, temporary or part-time teachers</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 1	
Teachers know their subject content and how to teach that content to their students	
Standard	Demonstrated by indicators that might include but are not limited to:
1.4.2	<ul style="list-style-type: none"> ■ Providing pedagogically-sound and research-based advice to colleagues to encourage them to examine their own teaching and learning programs and practices to support ongoing effective teaching practice. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate regularly challenges others to examine their teaching and learning programs and practices to ensure they are effective R – The candidate provides guidance to other teachers where needed on revising teaching and learning programs to ensure they meet the learning needs of all students <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
1.4.3	<ul style="list-style-type: none"> ■ Working with colleagues to access professional development opportunities to assist them in developing their subject content knowledge. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate liaises with colleagues on their professional development needs and makes useful suggestions on professional development activities that are available and appropriate to their needs D – Documentation of tracking and monitoring systems developed <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 1

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

Standard	Demonstrated by indicators that might include but are not limited to:
1.4.3	<ul style="list-style-type: none"> ■ Using expert knowledge of NSW syllabus documents or other curriculum requirements of the Education Act 1990 as a basis for developing strategies with colleagues to implement pedagogically-sound and research-based practices through research and/or continued professional development (including postgraduate study). <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that confirms the candidate’s participation in professional development activities, including postgraduate tertiary study, that focuses on high quality pedagogy and current research D – Documentation that demonstrates the strategies the candidate used to disseminate resources, summaries of relevant articles, literature reviews and research to colleagues to promote discussion of effective teaching and prompt a review of practice <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
1.4.3	<ul style="list-style-type: none"> ■ Working with colleagues to monitor the effectiveness of teaching and learning programs and processes by tracking student achievement and using assessment data. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that summarises: an initiative that the candidate has instigated which utilised an holistic analysis of student achievement data; the ways in which this analysis was used by colleagues in reviewing teaching and learning programs; and the outcomes of this strategy D – Teaching and learning programs and related assessment records of colleagues that show how the tracking of student achievement has contributed to the development of the teaching program <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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



ELEMENT 1	
Teachers know their subject content and how to teach that content to their students	
Standard	Demonstrated by indicators that might include but are not limited to:
1.4.3	<ul style="list-style-type: none"> ■ Leading further development of existing teaching and learning programs to ensure they are linked to syllabus outcomes and that mandatory curriculum requirements are met. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Teaching and learning programs of colleagues show direct links to syllabus outcomes and ensure compliance with mandatory curriculum requirements D – Documentation that confirms that the candidate instigated a review of teaching and learning programs to ensure they comply with mandatory curriculum requirements and syllabus outcomes R – The candidate provides direction to other teachers in their review of teaching and learning programs <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
1.4.4	<ul style="list-style-type: none"> ■ Utilising own knowledge of the integration of ICT into the learning environment when advising on the professional development opportunities for colleagues. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Copy of a survey developed by the candidate that identifies current ICT skills and skill needs D – Documentation that describes the candidate's arrangement of professional development for colleagues focussing on the integration of ICTs in teaching <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 1

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

Standard	Demonstrated by indicators that might include but are not limited to:
1.4.4	<ul style="list-style-type: none"> ■ Utilising own knowledge of the integration of ICT into the learning environment when supporting the work of committees, teams or groups concerned with the integration of ICT into policies, programs and practices. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that confirms the candidate’s contribution to the development and review of policies, programs and practices with respect to the integration of ICT and the results of this contribution</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 2
Teachers know their students and how they learn

Standard 2.4.1 – Use expert theoretical knowledge of student diversity to develop effective and practical policies, programs and teaching strategies that address students’ social, ethnic, cultural and religious backgrounds.

Standard 2.4.2 – Monitor and evaluate teaching and learning using expert knowledge of typical stages of students’ physical, social and intellectual development, as well as an awareness of exceptions to general patterns.

Standard 2.4.3 – Evaluate and monitor teaching and learning by using expert knowledge of the different approaches to learning to enhance student learning outcomes.

Standard 2.4.4 – Evaluate and monitor teaching and learning practices by using expert knowledge of the value and significance of the skills, interests and prior achievements of students.

Standard 2.4.5 – As appropriate, evaluate and monitor the implementation of effective policies and processes for teaching: Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours.

Standard 2.4.6 – Evaluate and monitor the implementation of effective literacy strategies to meet the needs of all students including: Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours.

Standard	Demonstrated by indicators that might include but are not limited to:
2.4.1	<ul style="list-style-type: none"> ■ Drawing on expert theoretical knowledge of student diversity when developing and/or reviewing policies, programs and strategies that accommodate the social, ethnic, cultural and/or religious backgrounds of students. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that confirms how policies, programs and strategies have been amended to ensure they accommodate the social, ethnic, cultural and/or religious backgrounds of students and the role the candidate had in this <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 2

Teachers know their students and how they learn

Standard	Demonstrated by indicators that might include but are not limited to:
2.4.1	<ul style="list-style-type: none"> ■ Developing and implementing strategies to strengthen the participation of parents and caregivers and key groups in the evaluation of the delivery of policies, programs and strategies to ensure they accommodate the social, ethnic, cultural and/or religious backgrounds of students. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that demonstrates the role the candidate had in developing strategies that encouraged the participation of groups that had previously been underrepresented in the evaluation and monitoring of the school's policies, programs or strategies R – The candidate encourages diverse parent participation on school committees, teams or groups to ensure consideration of the social, ethnic, cultural and/or religious backgrounds of students <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
2.4.2	<ul style="list-style-type: none"> ■ Sharing knowledge gained through undertaking research, professional development or further study, and sharing this knowledge with colleagues in a range of contexts. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – The candidate's professional learning plan details professional development and further study undertaken on the physical, social and intellectual development of children and/or adolescents D – Documentation that confirms that knowledge gained from professional reading and professional learning in relation to student development is shared with others <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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



ELEMENT 2 Teachers know their students and how they learn	
Standard	Demonstrated by indicators that might include but are not limited to:
2.4.2	<ul style="list-style-type: none"> ■ Using expert knowledge to support colleagues in their development of plans and programs that accommodate the specific needs of students and that are consistent with knowledge of the typical and exceptional patterns of student development. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Teaching and learning programs of the candidate and his/her colleagues reflect and cater for the typical and exceptional patterns of student development D – Relevant policies and procedures reflect and are consistent with the typical and exceptional patterns of student development as a result of the candidate's input D – The documented processes for teachers to develop Individual Learning Plans for students who have special needs draw on advice from specialist support staff D – Documented procedures have been developed by the candidate for analysing student assessment data in the context of students' typical patterns of development <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
2.4.3	<ul style="list-style-type: none"> ■ Using expert knowledge to evaluate different approaches to learning when reviewing research, evidence and programs that purport to enhance student learning outcomes. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – A copy of the candidate's professional learning plan that details the professional development and further study undertaken on how students learn and how this knowledge is applied and has an impact on teaching practices and programs D – Documents that demonstrate how the candidate shared information on the different approaches to how students learn with colleagues in order to enhance the learning of all students <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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

Evidence Guide for Professional Leadership

Support Document

ELEMENT 2	
Teachers know their students and how they learn	
Standard	Demonstrated by indicators that might include but are not limited to:
2.4.3	<ul style="list-style-type: none"> ■ Using expert knowledge of student learning when monitoring and evaluating teaching and learning programs with colleagues in a range of contexts. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that confirms the role the candidate had in highlighting the need to revise teaching and learning programs to take account of new understandings from recent research and other professional learning into student learning</p> <p>R – The candidate provides direct assistance to colleagues in adjusting their teaching practices in response to the findings of research and other professional learning into how students learn</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
2.4.4	<ul style="list-style-type: none"> ■ Drawing on expert knowledge to evaluate the success of approaches to teaching and learning that consider students' skills, interests and achievements. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate ensures that the skills and interests that are typical of students at different stages (and particular to specific contexts) are considered in the development and review of teaching and learning programs</p> <p>D – Documentation that demonstrates how the candidate shared comprehensive information on student achievements, including external assessment data, with colleagues and how this was used to inform the selection of teaching strategies and program planning</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 2 Teachers know their students and how they learn	
Standard	Demonstrated by indicators that might include but are not limited to:
2.4.5	<ul style="list-style-type: none">■ Developing and/or supporting systems and processes to collect and maintain information on students from targeted groups (such as Aboriginal and Torres Strait Islander students, students with special education needs, students of non-English speaking background or students with challenging behaviours) and to track their learning. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none">D – The candidate has developed summaries and/or analyses of student assessment data with particular reference to students from targeted groupsD – Documented policies, programs and strategies that are based on gathered assessment data have been developed by the candidate to specifically address the learning needs of studentsR – The candidate shares and discusses with colleagues summaries and/or analyses of student assessment data from targeted groups with the aim of reviewing teaching practices and programs and ensuring a consistent approach to meeting the needs of all students <p>Other examples:</p> <ul style="list-style-type: none">■■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 2

Teachers know their students and how they learn

Standard	Demonstrated by indicators that might include but are not limited to:
2.4.5	<ul style="list-style-type: none"> ■ Evaluating the impact of policies and teaching practices on students from targeted groups using student achievement information <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that demonstrates the candidate’s role in the review and adjustment of internal student assessments to ensure they are consistent with the learning needs of students from targeted groups D – Documentation that outlines the strategies the candidate used to assist colleagues to revise teaching and learning programs to meet the needs of students from targeted groups <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
2.4.6	<ul style="list-style-type: none"> ■ Using expert knowledge to interpret and implement systemic literacy policies for the local context that take account of the needs of all students, and in particular, students from targeted groups. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Copies of school-level policy and procedures that relate to the teaching of literacy across subjects/stages and that demonstrate the candidate’s participation in their interpretation and implementation R – The candidate has led collegial discussions where systemic literacy policies have been reviewed for the local context, including use of data and link to syllabus requirements <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 2 Teachers know their students and how they learn	
Standard	Demonstrated by indicators that might include but are not limited to:
2.4.6	<ul style="list-style-type: none"> ■ Using expert knowledge to monitor and review current literacy strategies for all students, and in particular, students from targeted groups. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that substantiates the candidate’s review of current literacy strategies for colleagues based on student achievement data D – Documents that outline the strategies utilised to monitor the effectiveness of the implemented literacy strategies and the candidate’s role in their development and implementation R – The candidate has led collegial discussions on evaluating current literacy strategies <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
2.4.6	<ul style="list-style-type: none"> ■ Engaging specialist expertise and support where available to address the literacy needs of all students, and in particular, students from targeted groups. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation relating to the candidate’s engagement of specialist literacy expertise that has addressed identified student literacy needs and has enhanced teaching and learning programs and teaching practice <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 2

Teachers know their students and how they learn

Standard	Demonstrated by indicators that might include but are not limited to:
2.4.6	<ul style="list-style-type: none"> ■ Working with colleagues to support the implementation of literacy strategies arising from professional development that aims to improve the literacy outcomes of all students, and in particular, students from targeted groups. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Details on individual and whole school professional development activities that have been organised by the candidate to meet the professional learning needs of colleagues in the area of improving student literacy outcomes</p> <p>R – The candidate has implemented strategies to share literacy expertise among colleagues including modelling, coaching, mentoring and resource sharing</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 3 Teachers plan, assess and report for effective learning
Standard 3.4.1 – Use high-level practical and theoretical knowledge to establish challenging learning goals to inform teaching and learning programs for all students.
Standard 3.4.2 – Initiate or lead processes to develop exemplary teaching and learning programs to enhance learning outcomes.
Standard 3.4.3 – Lead and advise colleagues to select and organise subject content by using high-level knowledge of subject content and expert teaching and learning practices.
Standard 3.4.4 – Initiate or lead the identification, development, acquisition and allocation of teaching resources to maximise student learning.
Standard 3.4.5 – Use specialist knowledge in the area of student assessment to lead and inform planning and program development.
Standard 3.4.6 – Manage the evaluation of assessment policies and strategies to ensure consistency across the school in meeting Board of Studies, systemic and/or school requirements.
Standard 3.4.7 – Evaluate and monitor the effectiveness of student oral and written feedback mechanisms across the school.
Standard 3.4.8 – Lead the high-level analysis of student progress through the application of record keeping systems.
Standard 3.4.9 – Evaluate and monitor the extent to which school reporting and accountability mechanisms (a) comply with and respond to changes in Board of Studies, systemic and/or school based policies and (b) meet the information needs of students, parents and caregivers.
Standard 3.4.10 – Integrate an analysis of student assessment results into overall program evaluation to improve teaching and learning programs.

Evidence Guide for Professional Leadership

Support Document

ELEMENT 3

Teachers plan, assess and report for effective learning

Standard	Demonstrated by indicators that might include but are not limited to:
3.4.1	<ul style="list-style-type: none"> ■ Applying high-level knowledge to ensure that plans, programs and practices reflect and support high expectations for all students. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that confirms that the candidate has been integral in the review of curriculum plans, policies and practices relating to student assessment to ensure high expectations are set for all students R – The candidate applies high-level knowledge to establish challenging learning goals in own teaching and encourages colleagues to set and maintain high expectations for all students R – The candidate provides high-level knowledge in the development of teaching and learning plans which include specific content and student assessment strategies to provide opportunities for high achievement of all students <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
3.4.2	<ul style="list-style-type: none"> ■ Initiating or leading processes to develop a culture of ongoing formal and informal review and evaluation, through initiatives such as critical friend networks, action research and peer reviews, to support students to improve their learning. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate encourages colleagues to review their practice through establishing collegially developed critical friend networks and review processes D – Documentation that demonstrates the role the candidate had in assisting colleagues to share and discuss the results from critical friend networks, action research and peer review processes in terms of the implications on current teaching practices <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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



ELEMENT 3 Teachers plan, assess and report for effective learning	
Standard	Demonstrated by indicators that might include but are not limited to:
3.4.2	<ul style="list-style-type: none"> ■ Demonstrating high-level knowledge and skills when promoting, supporting and contributing to exemplary teaching and learning programs. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that details how the candidate has undertaken or initiated ways to model exemplary teaching O – The candidate’s demonstration lessons are focused and provide the basis for professional discussions on effective teaching and learning R – The candidate assists colleagues to implement teaching practices that contribute to the development of effective teaching and learning programs and practices <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
3.4.2	<ul style="list-style-type: none"> ■ Encouraging a climate of innovation, supported by ongoing monitoring and evaluation, to ensure that teaching and learning programs, plans and student assessment strategies facilitate effective student learning. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate supports innovation and encourages the trialling of new strategies to ensure that planning and student assessment support effective student learning D – Documents that demonstrate the role the candidate played in encouraging and assisting colleagues to monitor and evaluate new student assessments and teaching practices to ensure they lead to enhanced student learning D – Documentation that demonstrates that the candidate has promoted and led the development, review and/or revision of teaching and learning programs to ensure they facilitate enhanced student learning R – The candidate has developed strategies to ensure the provision of support for the implementation of innovative teaching and learning programs <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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

Evidence Guide for Professional Leadership

Support Document

ELEMENT 3

Teachers plan, assess and report for effective learning

Standard	Demonstrated by indicators that might include but are not limited to:
3.4.2	<ul style="list-style-type: none"> ■ Identifying evidence-based, effective teaching and assessment practices and supporting colleagues to adopt them. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that details how the candidate provided and promoted articles, papers and journals to colleagues and encouraged their use in terms of their review of teaching and assessment practices R – The candidate assists colleagues in their application of teaching and assessment practices, their evaluation of them and modifications to their practice <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
3.4.3	<ul style="list-style-type: none"> ■ Demonstrating high-level knowledge of subject content through expert teaching and learning practices. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> O – The candidate advises colleagues on developing logical, well-structured content within their teaching and learning programs as well as teaching strategies that lead to effective student learning R – The candidate provides expert and considered advice to colleagues on effectively organising subject content to ensure teaching and learning programs contain meaningful and challenging learning experiences for students R – The candidate’s modelling of effective teaching practices has encouraged colleagues to review their own practice and adopt practices that lead to effective student learning D – Documentation that describes the role the candidate played in conducting professional development activities that enhanced colleagues’ understanding of the effective organisation of subject content to make it meaningful and challenging for students <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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



ELEMENT 3 Teachers plan, assess and report for effective learning	
Standard	Demonstrated by indicators that might include but are not limited to:
3.4.4	<ul style="list-style-type: none"> ■ Establishing and/or maintaining processes for identifying effective and up-to-date teaching resources to share with colleagues. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that describes how the candidate established and promoted processes to keep colleagues informed of newly available teaching resources and how these resources may be relevant to teaching and learning programs R – The candidate encourages colleagues to use and contribute to a bank of effective teaching resources and to share evaluation of their effectiveness in supporting student learning D – Planning documents that have been developed by the candidate clearly outline long-term strategic and budgetary planning for the acquisition and replacement of teaching resources that will support effective student learning R – The candidate regularly seeks advice from colleagues on the adequacy and effectiveness of current teaching resources and the need for the acquisition or development of new resources <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
3.4.5	<ul style="list-style-type: none"> ■ Using specialist knowledge to ensure teaching and learning programs, assessment and reporting processes are effective and up-to-date with system requirements. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documented rationale and protocols that the candidate has developed and/or promoted for the utilisation of specialist teaching staff to support teaching and learning programs and student learning R – The candidate initiates and promotes, when appropriate, the use of specialist teaching staff to contribute to the development of the professional capacity of colleagues <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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

Evidence Guide for Professional Leadership

Support Document

ELEMENT 3

Teachers plan, assess and report for effective learning

Standard	Demonstrated by indicators that might include but are not limited to:
3.4.5	<ul style="list-style-type: none"> ■ Leading the development and review of student assessment policies and strategies to ensure they are linked to the curriculum. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documents that describe the candidate’s contribution to the review and development of effective student assessment policies and strategies and implementation approaches R – The candidate’s input to the development and review of student assessment policies has resulted in effective student assessment strategies being documented and clearly linked to the curriculum <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
3.4.5	<ul style="list-style-type: none"> ■ Utilising specialist knowledge when analysing available student assessment data (including external data) to inform program planning and to assist in developing teaching priorities. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documents that demonstrate the role the candidate has played in discussing the analysis of student assessment data and implications on program planning with colleagues R – The candidate supports colleagues to review current programs and practices and determine teaching priorities based on an analysis of student assessment data D – Documented analyses of student learning that have been undertaken to confirm the effectiveness of adjustments to teaching and learning programs and practices R – The candidate assists colleagues to adopt student assessment practices that evaluate and validate the effectiveness of their teaching and learning programs and practices <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 3 Teachers plan, assess and report for effective learning	
Standard	Demonstrated by indicators that might include but are not limited to:
3.4.6	<ul style="list-style-type: none"> ■ Maintaining up-to-date and comprehensive knowledge of Board of Studies, systemic and/or school student assessment requirements in order to establish and maintain consistency in student assessment policies and practices. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate is current in his/her knowledge of Board of Studies, systemic and/or school student assessment requirements and systematically shares this knowledge with colleagues D – Documentation that describe the extent to which the candidate led a review of current student assessment practices to ensure they are consistent with school and system policies and plans, and Board of Studies requirements R – The candidate advises colleagues in relation to how to adjust their student assessment practices to be consistent with reviewed policies and practices <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
3.4.7	<ul style="list-style-type: none"> ■ Using research to identify the most effective forms of feedback to students and sharing this with colleagues. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documents that describe the candidate's contribution to the collection, analysis and sharing of research <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 3	
Teachers plan, assess and report for effective learning	
Standard	Demonstrated by indicators that might include but are not limited to:
3.4.7	<ul style="list-style-type: none"> ■ Evaluating the effectiveness of current policy and practice in providing effective feedback to students about their work and/or progress, based on the principles of timeliness, transparency, forward-planning, fairness and equity. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate supports colleagues to adopt practices for providing timely and consistent feedback to students</p> <p>R – The candidate provides colleagues with guidance and support in creating a climate for the implementation of two-way and three-way feedback mechanisms and evaluating the effectiveness of them</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
3.4.8	<ul style="list-style-type: none"> ■ Designing, reviewing and/or maintaining a mechanism to capture varied sources of information about student achievement, including feedback from external testing, in a form that will enable tracking of their progress and sharing of the information with relevant personnel. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documented mechanisms that have been developed or maintained by the candidate that support the retention and analysis of student achievement data to better monitor student progress</p> <p>R – The candidate ensures that relevant personnel are able to access and contribute student achievement data on established record keeping systems</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 3 Teachers plan, assess and report for effective learning	
Standard	Demonstrated by indicators that might include but are not limited to:
3.4.9	<ul style="list-style-type: none"> ■ Ensuring that school-based assessment policies and strategies comply with Board of Studies, system and school policy requirements. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that describes the role the candidate played in leading and supporting colleagues in the evaluation of current reporting approaches and identifying necessary amendments to comply with Board of Studies, system and school policy requirements</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
	<ul style="list-style-type: none"> ■ Evaluating the effectiveness of reporting to parents and caregivers about student progress. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that describes the candidate’s role in establishing strategies to obtain feedback from parents, caregivers and students about reporting mechanisms</p> <p>D – Documented evaluation of and adjustments to school reporting mechanisms that have been made by the candidate arising from feedback from parents, caregivers and students</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 3

Teachers plan, assess and report for effective learning

Standard	Demonstrated by indicators that might include but are not limited to:
3.4.10	<ul style="list-style-type: none"> ■ Routinely preparing reports based on an analysis of student assessment data. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that demonstrates the level of analysis of student assessment data and the degree to which the candidate is responsible for this R – The candidate has had a leading role in reviewing and analysing student assessment data to develop appropriate focus areas for program evaluation <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
3.4.10	<ul style="list-style-type: none"> ■ Working collaboratively with colleagues to make recommendations about improvements to teaching and learning programs based on the results of the reports. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate provides advice to colleagues in making adjustments to teaching and learning programs to accommodate the analysis of student assessment data D – Documentation that demonstrates the degree to which the analysis of student assessment data assists in developing appropriate focus areas for program evaluation <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 3 Teachers plan, assess and report for effective learning	
Standard	Demonstrated by indicators that might include but are not limited to:
3.4.10	<ul style="list-style-type: none"> ■ Coordinating an overall program evaluation that relies on school-based and external assessment data and feedback from students, parents and caregivers. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that demonstrates that faculty/stage/school teaching and learning programs have been adjusted as part of a program evaluation that has utilised school-based and external student assessment data</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 4

Teachers communicate effectively with their students

Standard 4.4.1 – Model and communicate the most appropriate forms of explanation among staff to maximise understanding of the learning goals for students.

Standard 4.4.2 – Build communication and classroom discussion skills among staff through collaborative programs and strategies, including team teaching and classroom observations.

Standard 4.4.3 – Model exemplary discussion techniques for colleagues and assist them to develop their own skills and knowledge in this area.

Standard 4.4.4 – Use theoretical and practical expertise in the area of student group management to lead and inform planning to enhance student learning.

Standard 4.4.5 – Mentor teachers through sharing ideas about the creation, selection and use of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students.

Standard	Demonstrated by indicators that might include but are not limited to:
4.4.1	<ul style="list-style-type: none"> ■ Utilising expertise when working with colleagues to describe successful forms of explanation in a range of lesson contexts and when leading informal and formal professional discussions. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> O – The candidate models for colleagues a range of successful forms of explanation through undertaking team teaching arrangements and demonstration lessons R – The candidate takes the opportunity through informal and formal professional discussions to build the capacity of colleagues to make, select and use effective forms of explanation and to integrate these into their teaching repertoire O – The candidate demonstrates effective forms of explanation and management of discussion in professional development activities and/or meetings with colleagues <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 4 Teachers communicate effectively with their students	
Standard	Demonstrated by indicators that might include but are not limited to:
4.4.1	<ul style="list-style-type: none"> ■ Evaluating the effectiveness of individual forms of explanation in terms of their impact on student learning. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that explains how the candidate assisted colleagues to evaluate the effectiveness of various forms of explanation based on their assessment of student data R – The candidate supports colleagues in providing appropriate feedback to students and being able to articulate the reasons for their choices <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
4.4.2	<ul style="list-style-type: none"> ■ Creating opportunities for colleagues to undertake collaborative activities such as action research projects, team teaching and mentoring schemes in order to build more effective communication and classroom discussion skills. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate recognises the strengths and professional development needs of colleagues and establishes strategies to develop collaborative activities on the basis of these strengths and needs D – Documentation that relates to formal collaborative activities that the candidate has initiated for colleagues that have led to enhanced communication and classroom discussion skills <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 4

Teachers communicate effectively with their students

Standard	Demonstrated by indicators that might include but are not limited to:
4.4.2	<ul style="list-style-type: none"> ■ Creating opportunities that enable colleagues to share ideas, strategies and resources. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that demonstrates the role the candidate had in facilitating colleagues' contributions to effective communication and classroom discussion skills D – Documentation relating to processes that the candidate has established for the sharing of ideas, strategies and resources that aim to build collaboration <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
4.4.3	<ul style="list-style-type: none"> ■ Working with colleagues to consider effective discussion techniques and implementing strategies that assist them to develop their own skills in this aspect of teaching. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate demonstrates to colleagues effective classroom discussion techniques through demonstration lessons, team teaching and/or through professional development activities R – The candidate assists colleagues to identify their own professional development needs and encourages them to undertake appropriate professional development activities to further develop their skills in classroom discussion techniques <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 4 Teachers communicate effectively with their students	
Standard	Demonstrated by indicators that might include but are not limited to:
4.4.4	<ul style="list-style-type: none"> ■ Working with colleagues and utilising theoretical and practical expertise to promote a variety of effective student group structures that have been identified through own practice, observation and research. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate discusses formally with colleagues the importance of group work and ways to facilitate effective group structures O – The candidate undertakes demonstration lessons and team teaching to assist teachers to develop their knowledge and skills in implementing effective group structures D – Documentation that demonstrates the role the candidate played in increasing access to relevant articles and research papers on the effectiveness of student group structures to strengthen student learning D – Documentation that describes the ways in which the candidate assisted colleagues to implement research in their teaching <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 4

Teachers communicate effectively with their students

Standard	Demonstrated by indicators that might include but are not limited to:
4.4.4	<ul style="list-style-type: none"> ■ Working with colleagues and utilising expertise to evaluate the effectiveness of group work techniques based on indicators such as student engagement and achievement. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> O – The candidate arranges team teaching and demonstration lessons on a collegial basis and uses these as the basis for discussion to enhance practice in group work techniques R – The candidate supports colleagues in developing indicators that will assist them to monitor the effectiveness of their group work techniques R – The candidate provides to colleagues information on approaches to self-assessment and peer assessment of group structures and group activities <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
4.4.5	<ul style="list-style-type: none"> ■ Drawing on own knowledge as well as participation in professional learning to advise and support colleagues in the area of ICT to ensure that subject content is made meaningful to students. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – The candidate’s record of his/her participation in professional development is annotated with the relevance to teaching and learning programs and the advice and support given to colleagues R – The candidate promotes to colleagues a range of teaching strategies and resources, including ICTs, that would enhance their teaching and learning programs O – The candidate demonstrates use of ICT in classrooms to colleagues and can explain its impact on student learning <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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



ELEMENT 4	
Teachers communicate effectively with their students	
Standard	Demonstrated by indicators that might include but are not limited to:
4.4.5	<ul style="list-style-type: none"> ■ Mentoring and working collaboratively with colleagues to select appropriate teaching strategies and resources to make content meaningful and challenging for students. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate provides ongoing advice and assistance to colleagues for them to develop skills in appropriately selecting teaching strategies and resources to ensure that content is meaningful and that students are motivated to learn</p> <p>D – Documentation which outlines how the candidate investigated the impact of ICTs in teaching in relation to student achievement and how that information was used as a basis for evaluating teaching and learning programs</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
4.4.5	<ul style="list-style-type: none"> ■ Utilising knowledge and skills to support awareness of new teaching resources (including ICTs) and encouraging the creation, selection and use of alternative teaching strategies and resources. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that demonstrates the role the candidate has played in instigating regular sharing of information on successful teaching strategies and resources including new ICTs</p> <p>R – The candidate applies his/her knowledge of students' learning needs and a range of teaching strategies and resources including ICTs to encourage colleagues to consider particular strategies and resources to meet the needs of specific students and/or groups of students</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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

Evidence Guide for Professional Leadership

Support Document

ELEMENT 5

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

Standard 5.4.1 – Use expert theoretical and practical knowledge to promote and lead the development of contextually relevant, inclusive teaching strategies.

Standard 5.4.2 – Evaluate and monitor teaching and learning practices to ensure students' experiences, including their home culture, are valued and respected.

Standard 5.4.3 – Promote and model to colleagues classroom strategies that emphasise student commitment to learning.

Standard 5.4.4 – Promote and model classroom strategies that maximise student learning.

Standard 5.4.5 – Initiate strategies and lead others in designing responses to managing challenging student behaviours.

Standard 5.4.6 – Provide leadership and encouragement to colleagues in support of innovation to broaden the range of behaviour management strategies.

Standard 5.4.7 – Undertake analyses to ensure the safety of students in the school is not compromised.

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.1	<ul style="list-style-type: none"> ■ Utilising expert theoretical and practical knowledge in order to support colleagues to develop teaching strategies that address the identified learning needs of targeted student groups. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that describes the candidate's role in arranging input from specialist support staff in discussions on teaching strategies to ensure teaching and learning programs are contextually relevant and inclusive O – The candidate's modelling, demonstration lessons and team teaching provide colleagues with strategies for meeting the needs of students R – The candidate establishes systems for making articles, research papers and resources available to colleagues in a centralised, accessible location and ensures that there is opportunity for discussion, implementation and evaluation D – Documentation that describes the candidate's role in assisting in the development of policies and programs that address contextually relevant, inclusive teaching strategies <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.1	<ul style="list-style-type: none">■ Encouraging and supporting colleagues to undertake continuing professional development and to share knowledge that addresses the identified learning needs of targeted student groups. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>D – Documentation that specifies the professional development activities that the candidate has identified and promoted to colleagues that will enhance knowledge and skills in teaching students with specific learning needs</p> <p>R – The candidate establishes and supports systems where colleagues can share the knowledge they gain from professional development activities in relation to better meeting the needs of all students</p> <p>Other examples:</p> <ul style="list-style-type: none">■■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 5

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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.2	<ul style="list-style-type: none"> ■ Drawing on knowledge and skills when supporting colleagues so that teaching practices and classroom management strategies address the needs and take into account the backgrounds of all students. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> O – The candidate provides assistance and support to teachers to utilise effective teaching and learning practices that value and respect students’ home culture R – The candidate discusses with colleagues the need to consider the home culture of students when utilising particular classroom management strategies D – Documentation that demonstrates the degree to which the candidate has led the review of teaching and learning programs to ensure they take account of students’ home culture and ways in which this can be improved D – Documentation relating to strategies that the candidates has helped instigate to elicit feedback from students, parents and caregivers on the success of teaching practices that take into account to student’s prior experience and home culture <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.3	<ul style="list-style-type: none"> ■ Promoting high expectations of students by establishing strategies for engaging and challenging students and encouraging their commitment to learning. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate regularly instigates discussion on the need for setting high expectations of students and facilitating their commitment to learning through strategies such as differentiating the curriculum O – The candidate models lessons for colleagues that focus on fostering students' commitment to learning R – The candidate provides advice to colleagues on classroom systems that have been effective in rewarding and fostering commitment to learning <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 5

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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.4	<ul style="list-style-type: none"> ■ Utilising knowledge and skills to support colleagues to implement classroom strategies that allow them to maintain a challenging learning environment that maximises student learning. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that describes the candidate’s role in providing colleagues with structured opportunities for sharing good practice in maximising student learning O – The candidate models for colleagues in demonstration lessons and team teaching arrangements the utilisation of classroom management strategies that maximise student learning D – Documentation that details the candidate’s role in establishing flexible and innovative organisational structures that aim to maximise student learning and better address identified student learning needs <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.4	<ul style="list-style-type: none"> ■ Utilising skills and knowledge to provide useful support to colleagues in individualising their teaching and learning where necessary. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate supports colleagues in individualising teaching practices through strategies such as planning specific lessons or programs, involving support personnel for individual students, or establishing successful tutoring systems</p> <p>O – The candidate’s practice and organisation reflect a commitment to individualised teaching</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
5.4.4	<ul style="list-style-type: none"> ■ Assisting to establish and foster relationships between parents and caregivers and staff to ensure that student learning is maximised. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate encourages the development of more effective relationships with parents and caregivers in order to better target teaching and learning programs to the needs of students, thereby maximising their learning</p> <p>D – Documentation that confirms that attempts to establish and foster effective relationships between parents, caregivers and staff assisted in maximising student learning</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 5

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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.5	<ul style="list-style-type: none"> ■ Possessing a range of skills and strategies for managing challenging student behaviours, promoting these to colleagues and supporting them to use selected strategies for particular students or groups of students. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation confirming the candidate’s role in the development of a school policy which articulates the ways in which students are made aware of their rights and responsibilities R – The candidate supports colleagues to develop and use selected strategies that suit particular students or groups of students O – The candidate demonstrates a repertoire of effective strategies for managing student behaviour during demonstration lessons and team teaching arrangements D – Documentation relating to the candidate’s involvement in the development and review of teaching and learning programs to ensure they include successful strategies that address challenging student behaviour <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.5	<ul style="list-style-type: none"> ■ Utilising skills and knowledge to assist in initiating and/or supporting the establishment of policies, routines and/or processes that assist colleagues to maximise the learning of all students. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation on the candidate’s involvement in the development and maintenance of policy and/or procedures designed to maximise student learning O – The candidate readily demonstrates effective conflict resolution skills in dealing with students with challenging behaviours R – The candidate takes a leading role in modelling to colleagues effective conflict resolution skills <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
5.4.5	<ul style="list-style-type: none"> ■ Initiating and/or supporting the development of policies and programs that are based on positive strategies for addressing challenging student behaviours. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation relating to the candidate’s role in developing and reviewing policies, programs and procedures for managing challenging student behaviours <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 5

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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.6	<ul style="list-style-type: none"> ■ Accessing and analysing research papers on different approaches to managing student behaviour. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate provides copies or a list of articles and research papers on the effectiveness of student behaviour management strategies to colleagues so they can be used as a basis for reviewing current practices</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.6	<ul style="list-style-type: none"> ■ Utilising skills and knowledge to create or support a culture that is encouraging of both innovation and the use of evidence-based strategies in the implementation of student behaviour management plans. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation relating to the candidate’s role in establishing policies and/or processes that use evidence-based strategies in the implementation of behaviour management plans R – The candidate supports colleagues to utilise particular behaviour management strategies to address the individual needs of their students, to evaluate the success of these strategies and to modify their repertoire accordingly D – Documentation that describes how the candidate investigates and promotes behaviour management theories with colleagues and assists them to understand the relationship between these theories and their practical application in schools R – The candidate encourages colleagues to monitor and evaluate the success of behaviour management strategies and to make adjustments or utilise alternate strategies as a result of this monitoring and evaluation <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 5

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

Standard	Demonstrated by indicators that might include but are not limited to:
5.4.7	<ul style="list-style-type: none"> ■ Drawing on knowledge that is current and up-to-date to address mandatory, systemic policies concerning student safety and behaviour management and assisting colleagues to implement these as appropriate. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that describes how the candidate has participated in the analysis, development and review of policies and procedures to ensure they comply with current mandatory systemic policies on student safety and behaviour R – The candidate ensures compliance with safety policies and procedures including coordinating or conducting safety audits of equipment and safety drills D – Documentation that describes the candidate's work with specialist agencies that secure intervention and support in ensuring a safe and harmonious school environment and the success of this initiative R – The candidate advises colleagues on complying with school safety policies and procedures including undertaking a safety audit of equipment and a schedule for safety drills R – The candidate supports the implementation of child protection policy and procedures for people having access to children in any capacity within the school <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 6	
Teachers continually improve their professional knowledge and practice	
Standard 6.4.1 – Consistently, systematically and critically review all aspects of practice to improve student learning.	
Standard 6.4.2 – Evaluate and address the professional learning needs of colleagues with reference to the professional standards framework.	
Standard 6.4.3 – Identify, promote and evaluate personal professional development opportunities for colleagues to ensure engagement in purposeful and ongoing professional learning.	
Standard 6.4.4 – Critically review research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise.	
Standard 6.4.5 – Initiate or lead strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement.	
Standard 6.4.6 – Organise, promote and deliver professional development through participation in professional networks or associations.	
Standard 6.4.7 – Take a leadership role in professional networks or associations and enhance the professional learning of teachers.	
Standard 6.4.8 – Make significant contributions to educational policy and practice at the school and in wider professional contexts.	

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.1	<ul style="list-style-type: none"> ■ Conducting regular reviews of research to inform knowledge and understanding of effective practice. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that describes how the candidate’s review of research informs their knowledge and understanding of effective practice R – The candidate’s understanding of current research ensures that their support for colleagues is relevant and effective

Evidence Guide for Professional Leadership

Support Document

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.1	<ul style="list-style-type: none"> ■ Conducting regular and systematic reviews of current teaching and learning programs and practices, using evidence of student achievement that has been generated both internally and externally. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate has a leading role in the review of programs and policies in relation to goals and evidence of student learning R – The candidate establishes opportunities for colleagues to provide formal and informal feedback on all aspects of practice to help inform the review of programs and policies D – Documentation that demonstrates the degree to which the candidate provided an analysis of student achievement data and undertook a leading role in reviewing teaching and learning programs <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 6
 Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.2	<ul style="list-style-type: none"> ■ Working with colleagues to identify their professional development needs that are based on their current practice, current professional learning, student assessment data and referenced to the Professional Teaching Standards. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Surveys that have been developed by the candidate to ascertain the professional development needs of colleagues and an analysis of these professional development needs in the context of the Professional Teaching Standards D – Documentation that describes the extent to which the candidate identified colleagues' professional learning needs in response to student assessment data and linked those needs to the Professional Teaching Standards <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.2	<ul style="list-style-type: none"> ■ Working with colleagues, including new scheme teachers and teacher education students, on the relevance of the Professional Teaching Standards to their practice and career stage. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that reflects the candidate’s use of the Professional Teaching Standards as the basis for advising colleagues on their professional development needs R – The candidate has supported colleagues through their accreditation process where applicable R – The candidate provides relevant, informed advice to colleagues on professional learning opportunities <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 6
Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.3	<ul style="list-style-type: none"> ■ Working collaboratively with colleagues to identify the most appropriate professional learning activities to undertake that will meet their professional learning needs. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documents that describe how the candidate maintains current knowledge of available professional learning opportunities and evaluating these with respect to priorities and current professional learning needs of colleagues R – The candidate promotes to colleagues opportunities to gain professional learning through involvement in school-based and out-of-school initiatives such as action research, team teaching and relieving opportunities and participation in professional activities arranged by professional associations, employers, NSW Board of Studies, NSW Teachers Federation, Independent Education Union or NSW Institute of Teachers R – The candidate promotes to accredited teachers the NSW Institute of Teachers registered continuing professional development courses and programs and how these may further develop their teaching knowledge and skills <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.4	<ul style="list-style-type: none"> ■ Maintaining knowledge of current research into effective teaching and evaluating this research with respect to teaching practice and student assessment data. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Copies or lists of relevant research papers on effective teaching practice that have been developed by the candidate and shared with colleagues D – Documentation that describes the candidate’s role in reviewing current practice with respect to student assessment data and current research into effective teaching <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
6.4.4	<ul style="list-style-type: none"> ■ Drawing on knowledge of research in best practice and fostering a philosophy of education that promotes student learning and is supported by evidence-based research. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate actively supports the development of teaching and learning programs across the faculty/stage/school that emphasise student learning and the use of evidence-based research R – The candidate encourages colleagues to develop and ascribe to a philosophy of education that emphasises student learning and is supported by evidence-based research D – Policies/procedures demonstrate clear links between curriculum, pedagogy and assessment <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 6
Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.5	<ul style="list-style-type: none">■ Using knowledge and skills to encourage the sharing of successful practices to support a culture of collegiality and effective collaboration and communication among colleagues. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate helps create a culture of collegiality by initiating opportunities for informal and formal professional dialogue among colleagues</p> <p>D – Documentation that describes the strategies that have been initiated by the candidate and that celebrate the achievements of colleagues and students</p> <p>O – The candidate encourages others to provide feedback on his/her own practice and readily accepts and reflects on this feedback</p> <p>Other examples:</p> <ul style="list-style-type: none">■■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.6	<ul style="list-style-type: none"> ■ Using knowledge and skills to provide effective feedback to new scheme teachers and teacher education students about their practice. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate implements and supports mentoring programs and peer review processes that are based on providing constructive and supportive feedback to colleagues to improve teaching practice R – The candidate advises and supports colleagues undertaking accreditation processes by reviewing their practice and providing feedback in terms of the Professional Teaching Standards <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 6
 Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.6	<ul style="list-style-type: none"> ■ Arranging and providing teacher professional development activities through active participation in, for example, professional associations, professional networks, the school and/or system. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate encourages colleagues to join a relevant professional teaching association or network and to access and contribute to relevant professional development as a means of enhancing their teaching knowledge and skills</p> <p>D – Documentation that confirms the candidate’s role in arranging and providing for colleagues professional development activities offered by professional associations and professional networks</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.7	<ul style="list-style-type: none"> ■ Drawing on and sharing with colleagues extensive professional knowledge gained from involvement in broader professional activities. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate readily shares knowledge gained from participating in projects and processes of the NSW Institute of Teachers including being an external assessor D – Documentation that confirms the candidate's active role in professional associations, professional networks, the school and/or system D – Documentation that describes the candidate's involvement in delivering aspects of teacher education programs within universities D – Documentation that outlines the candidate's role in providing advice on accreditation requirements and processes <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 6
Teachers continually improve their professional knowledge and practice

Standard	Demonstrated by indicators that might include but are not limited to:
6.4.8	<ul style="list-style-type: none">■ Establishing, leading or actively participating in decision-making within and/or beyond the school. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none">D – Documentation that confirms and describes the candidate’s role representing the school and/or the system at, and actively contributing to, professional forums and conferencesD – Documents that confirm the candidate’s representation on external committees and conferences such as NSW Institute of Teachers working groups, NSW Board of Studies syllabus committees, regional, sector or diocesan meetings, professional association conferences and committeesR – The candidate has been integral in participating in decision-making that has led to the development of policy <p>Other examples:</p> <ul style="list-style-type: none">■■

Evidence Guide for Professional Leadership

Support Document

ELEMENT 7

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

Standard 7.4.1 – Initiate processes to identify, understand and address parent and caregiver concerns about student learning and curriculum content.

Standard 7.4.2 – Initiate processes to establish two-way communication with parents and caregivers about school issues and student learning.

Standard 7.4.3 – Draw upon the wider community for resources and materials to increase the relevance of teaching and learning across the school.

Standard 7.4.4 – Take a leadership role in enhancing teacher knowledge and understanding about the school and local community.

Standard 7.4.5 – Articulate and model ethical behaviour in all professional communication particularly in relation to confidentiality of student information.

Standard 7.4.6 – Take a leadership role in presenting a positive image of the school in all communication and interactions with parents, caregivers, colleagues, industry and the local community.

Standard	Demonstrated by indicators that might include but are not limited to:
7.4.1	<ul style="list-style-type: none"> ■ Utilising expertise to develop formal mechanisms for seeking feedback from students and parents and caregivers on all aspects of student learning. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate has established and supports formal student feedback mechanisms such as a Student Representative Council, student forums, discussion circles, student surveys and evaluations D – Documentation that describes the strategies the candidate has instigated to obtain information from parents and caregivers on their issues and concerns D – Documentation that describes the ways in which the candidate analysed feedback from parents and caregivers and identified responses which included priorities for the review of policies and programs <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■



ELEMENT 7 Teachers are actively engaged members of their profession and the wider community	
Standard	Demonstrated by indicators that might include but are not limited to:
7.4.2	<ul style="list-style-type: none"> ■ Utilising expertise to develop a range of strategies to improve communication with parents and caregivers. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Copies of correspondence and/or newsletters in different community languages that the candidate has developed or coordinated to establish more effective communication with those parents and caregivers who have a language background other than English D – Documentation that describes the candidate’s role in developing policy or procedures or protocols for communicating with parents and caregivers in major community languages R – The candidate has developed effective formal mechanisms for sharing information about relevant issues with parents and caregivers and the community R – The candidate plays a key role in organising and coordinating information evenings for parents and caregivers on matters of interest <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
7.4.2	<ul style="list-style-type: none"> ■ Addressing issues raised by parents and caregivers constructively. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that describes the strategies implemented by the candidate and confirms the ways in which issues were addressed R – The candidate has developed effective methods for addressing issues and supports colleagues, parents and caregivers to approach them constructively <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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

Evidence Guide for Professional Leadership

Support Document

ELEMENT 7

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

Standard	Demonstrated by indicators that might include but are not limited to:
7.4.3	<ul style="list-style-type: none"> ■ Developing effective collaborative partnerships with the local community. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – A list of local community experts, resources and services that has been developed by the candidate is drawn on to support school activities R – The candidate has established and maintains supportive relationships with key local community services and businesses R – The candidate has been integral in establishing collaborative activities with community businesses or organisations supported by the school D – Documentation describing the role the candidate played in the school's successful participation in the local community <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
7.4.3	<ul style="list-style-type: none"> ■ Using, where appropriate, community partnerships to provide learning opportunities for students and teachers. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> D – Documentation that describes the candidate's role in establishing relevant community partnerships R – The candidate supports colleagues in using community partnerships for both their students and themselves



ELEMENT 7 Teachers are actively engaged members of their profession and the wider community	
Standard	Demonstrated by indicators that might include but are not limited to:
7.4.4	<ul style="list-style-type: none"> ■ Working with colleagues to promote the benefits of having positive links with the local community and using these to support teaching and learning. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> R – The candidate provides information to colleagues about local community resources and services and how they are relevant to their teaching and learning programs D – The teaching and learning programs of colleagues confirm the utilisation of relevant community resources and services recommended by the candidate <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
7.4.5	<ul style="list-style-type: none"> ■ Modelling exemplary ethical behaviour with respect to the confidentiality of student information in all communications with parents, caregivers and the community. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <ul style="list-style-type: none"> O – The candidate’s interaction and communication with colleagues, parents and the community exemplify ethical practices with respect to confidentiality of student information D – Documentation that describes how the candidate promotes the need for colleagues to understand ethical practices and protocols for communicating with parents, caregivers and the community D – Documentation that describes how the candidate has led discussion on system and/or school protocols and ethical considerations in communicating with parents, caregivers and the community <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■

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

Evidence Guide for Professional Leadership

Support Document

ELEMENT 7

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

Standard	Demonstrated by indicators that might include but are not limited to:
7.4.5	<ul style="list-style-type: none"> ■ Modelling exemplary ethical behaviour with respect to information about colleagues. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>R – The candidate upholds high standards of behaviour with respect to confidentiality of any information about colleagues</p> <p>R – The candidate intervenes as appropriate if lapses in ethical behaviour occur</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■
7.4.6	<ul style="list-style-type: none"> ■ Modelling standards of professional behaviour in written and verbal communication and in interactions with parents, caregivers and the community. <p>This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:</p> <p>O – The candidate's interactions with parents, caregivers and the community exemplify professional behaviour and present a positive image of the school and the teaching profession</p> <p>R – The candidate provides professional advice to colleagues whose behaviour or written or verbal communication does not meet professional expectations</p> <p>R – The candidate intervenes where a teacher's behaviour or written or verbal communication does not meet professional expectations</p> <p>Other examples:</p> <ul style="list-style-type: none"> ■ ■