Workshop 1: Resource Book

Certification Assessor Training Program

Workshop 1

Resource book
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Resource for Revisiting Lexical Pattern: Incidence of ‘support’ across career stage Descriptors

Graduate
1. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
2. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3. Identify strategies to support inclusive student participation and engagement in classroom activities.
4. Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.
5. Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
6. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

Proficient
1. Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
2. Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.
3. Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
4. Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
5. Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

Highly Accomplished
1. Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
2. Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support …
3. Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with …
4. Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.
5. Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
6. Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
7. Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement.
8. Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
9. Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement.
10. Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.
11. Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
12. Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the …
13. Organise assessment moderation activities that support consistent and comparable judgements of student learning.
14. Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers …
15. Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgment in all school and community contexts.
16. Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

Lead
1. Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with …
2. Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.
3. Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.
4. Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students’ understanding, …
5. Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
6. Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school …
7. Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
8. Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.
9. Initiate, develop and implement relevant policies and processes to support colleagues’ compliance with and understanding of existing and new legislative, administrative, …
10. Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.
<table>
<thead>
<tr>
<th>Std 1: Know students and how they learn</th>
<th>Std 2: Know the content and how to teach it</th>
<th>Std 3: Plan for and implement effective teaching and learning</th>
<th>Std 4: Create and maintain supportive and safe learning environments</th>
<th>Std 5: Assess, provide feedback and report on student learning</th>
<th>Std 6: Engage in professional learning</th>
<th>Std 7: Engage professionally with colleagues, parents/carers and the community</th>
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</thead>
<tbody>
<tr>
<td>Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</td>
<td>Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective research-based learning and teaching programs.</td>
<td>Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</td>
<td>Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.</td>
<td>Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum and/or school assessment requirements and using a range of assessment strategies.</td>
<td>Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning projects and programs that address the professional learning needs of colleagues and pre-service teachers.</td>
<td>Model exemplary ethical Behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.</td>
</tr>
<tr>
<td>Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</td>
<td>Lead initiatives that utilise comprehensive context knowledge to improve the selection and sequencing of content into coherent, coherently organised learning and teaching programs.</td>
<td>Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.</td>
<td>Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.</td>
<td>Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</td>
<td>Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.</td>
<td>Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of: increasing and new legislative, administrative, organisational and professional responsibilities.</td>
</tr>
<tr>
<td>Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</td>
<td>Work with colleagues to review, modify and extend their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.</td>
<td>Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and/or school, curriculum and legislative requirements and assist colleagues to update their practices.</td>
<td>Implement professional development within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</td>
<td>Identify, support and build on opportunities that engage participants in both the progress of their children's learning and in the educational priorities of the school.</td>
</tr>
<tr>
<td>Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.</td>
<td>Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</td>
<td>Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.</td>
<td>Co-ordinate student performance and progress evaluation using internal and external student assessment data to improve teaching practice.</td>
<td>Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</td>
<td>Take a leadership role in professional and community networks and support the involvement of colleagues in... external learning opportunities.</td>
</tr>
<tr>
<td>Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</td>
<td>Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy and research-based knowledge and student data.</td>
<td>Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.</td>
<td>Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</td>
<td>Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</td>
<td>Take a leadership role in professional and community networks and support the involvement of colleagues in... external learning opportunities.</td>
</tr>
<tr>
<td>Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.</td>
<td>Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and context knowledge for all students.</td>
<td>Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.</td>
<td>Initiate contextually relevant processes to establish programs that involve, parents/carers in the education of their children and broader school priorities and activities.</td>
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</table>
For Reference: Highly Accomplished Standards and Descriptors (Italics illustrates availability of IoPs- as at 10/4/2013)

<table>
<thead>
<tr>
<th>Std 1: Know students and how they learn</th>
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<th>Std 3: Plan for and implement effective teaching and learning</th>
<th>Std 4: Create and maintain supportive and safe learning environments</th>
<th>Std 5: Assess, provide feedback and report on student learning</th>
<th>Std 6: Engage in professional learning</th>
<th>Std 7: Engage professionally with colleagues, parents/carers and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</td>
<td>Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</td>
<td>Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</td>
<td>Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</td>
<td>Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.</td>
<td>Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and preserve teachers to improve classroom practice.</td>
<td>Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgment in all school and community contexts.</td>
</tr>
<tr>
<td>Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.</td>
<td>Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</td>
<td>Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</td>
<td>Select (from an effective range of strategies) to provide targeted feedback based on informed and timely judgments of each student’s current needs in order to progress learning.</td>
<td>Plan for professional learning by accessing and critiquing relevant research, engage in high quality, targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.</td>
<td>Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.</td>
<td></td>
</tr>
<tr>
<td>Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</td>
<td>Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</td>
<td>Organise assessment moderation activities that support consistent and comparable judgements of student learning.</td>
<td>Institute and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.</td>
<td>Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing.</td>
</tr>
<tr>
<td>Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</td>
<td>Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</td>
<td>Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.</td>
<td>Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practices.</td>
<td>Engage with colleagues to evaluate the effectiveness of their professional learning activities to address student learning needs.</td>
<td>Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.</td>
</tr>
<tr>
<td>Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.</td>
<td>Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement.</td>
<td>Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement.</td>
<td>Model, and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.</td>
<td>Work with colleagues to make effective use of ICT in planning, delivering, monitoring and evaluating teaching programs.</td>
<td>Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</td>
</tr>
</tbody>
</table>
Activity: IoP – Elaboration of Focus Area 5.5 at the Highly Accomplished and Lead Career Stages

Activity – Focus Area 5.5: Report on Student Achievement:

Descriptor 5.5 Highly Accomplished
Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.

Descriptor 5.5 Lead
Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues
Activity: Developing an IoP Outline

Discussion: Developing an outline for an Illustration of Practice for Descriptor 5.5 HA or 5.5 L.

Discussion Focus:
1. Within the Descriptor, what are the explicit, implicit and elaborative aspects of the Focus Area?
2. What would demonstrate ‘high-level practice’ at the career stage?
3. What would distinguish ‘high-level practice’ at this career stage from the previous career stage?
4. For 5.5 HA: How might the underlined words by evident in an IoP?
5. For 5.5 L: How might the underlined words by evident in an IoP?
6. How might contextual differences be taken into account?
Activity: IoP – Viewing and Discussion

Illustrations of Practice (IoPs)

- Discussion Question:
  Do I have a sense of how a Highly Accomplished career stage Descriptor might ‘come to life’ through high-level practice?

FA 3.2 (HA)

Joint planning for EAL/D students

About this Illustration of Practice
An English as an additional language or dialect (EAL/D) specialist and IT teacher meet to plan how to modify a unit of work to support EAL students in a Year 10 Information Processing and Publishing class. The original task required knowledge of editing that could not be assumed and was unnecessary, so that became the first modification. The EAL/D teacher then recommended breaking down the task components, providing a term bank, and using a Teaching...
Activity: Lead Initiative – Discussion of examples

The Lead initiative: Discussion

Discuss a school-wide or system-wide initiative that you have observed, or been part of, in terms of the four mandatory requirements.

<table>
<thead>
<tr>
<th>Requirement #3</th>
<th>Requirement #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate leadership in...</td>
<td>Demonstrate impact on colleagues’...</td>
</tr>
</tbody>
</table>
| • Design  
  • Implementation  
  • Evaluation  
  • Review | • Knowledge  
  • Practice  
  • Engagement |
Resource for The Lead Initiative - Discussion: Key word searches for requirements 3 and 4

Module 2 Component 2 – Tables

Table 1: Word search results for the 4 aspects of the Mandatory Evidencing Requirement #3 – Lead Initiative

<table>
<thead>
<tr>
<th>Standard</th>
<th>Design (Develop Plan)</th>
<th>Implementation</th>
<th>Evaluation</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 1.4</td>
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<td>1.2 1.3 1.5</td>
<td>1.6</td>
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<td>5.1 5.3 5.4</td>
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<td>6</td>
<td>6.1/6.1 6.3</td>
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<td>7</td>
<td>7.2</td>
<td>7.2</td>
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</table>

Table 2: Word search results for the 4 aspects of the Mandatory Evidencing Requirements #4 – Lead Initiative

<table>
<thead>
<tr>
<th>Standard</th>
<th>Knowledge</th>
<th>Practice</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2 1.3</td>
<td>-</td>
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<tr>
<td>2</td>
<td>2.1 2.2 2.3 2.5</td>
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<td>6.1 6.2</td>
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<td>7</td>
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</tbody>
</table>
Leadership discussion: To what extent does the following align with your own view of ‘leadership’

The primary role of a good leader (one who is competent and ethical) is to establish and reinforce values and purpose, develop vision and strategy, build community, and initiate appropriate organizational change. This behavior requires character, creativity, and compassion, core traits that cannot be acquired cognitively (Allio, 2005).

*Leadership Development: Teaching versus learning*
*Management Decision, Vol 43, pp. 1071-1077*
Impact discussion: To what extent does the following align with your own view of ‘impact’

When teachers work together to achieve a common vision, they will be able to change their instructional practices in important ways (Brownell, Adams, Sindelar, Waldron & Vanhoven, 2002)

_Exceptional Children, Vol. 72, No. 2, pp. 169-185_
Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a)

- My learning team colleagues were very interested in using the program in their classes. They were able to see first hand the explicit data I was able to collect and analyse and what potential the data had for informing them as a professional about the learning needs of all students in their classes. (IMPROVE, p.2)

As illustrative of impact, to what extent does this extract align with Lead Descriptors?
Lead Teacher Initiative

From the beginning of 2012 I have initiated, trialed, and led my colleagues to use the Improve interactive learning system.

Through analysis of our NAPLAN results, I was concerned with the performance of our students in Mathematics. Our results were poor and the trend data demonstrated a decrease in results. The school strategic plan stated that we wanted to improve mathematic outcomes. Our previous focus as a school had been on improving reading and writing strategies. In consultation with my executive, we decided there was a need for a diagnostic tool that was teacher friendly and supported our goal of improving student outcomes.

The Improve program is designed as a 21st century approach to testing. Using online assessment has the capacity to engage more students. It saves teachers time and effort, as they are able to access student data quickly without the hassle of constructing, photocopying and marking tests. Teachers are able to analyse data immediately and give students online and individualised learning support activities.

I was keen and eager to see how the Improve program could benefit our teachers and students. In term 1, all the students in our learning team (years 3-5) were put through a NAPLAN style maths test using Improve. I led my 3/4 colleagues in analysing the results, which showed us very clearly the strengths and weakness of the students. (See Artefact Improve Testing Results). We decided to primarily focus on the needs of the year 3 students as they would be completing NAPLAN in term 2 and we wanted to give them the best possible teaching and learning opportunities to help fill in the gaps in their maths skills and understanding. I believe that this type of needs based planning and teacher practice gives our students the best possible method of improving outcomes.

I led our 3/4 team to design a term 1 plan based on the strands that our students had weaknesses in. I then guided our team to create maths planning sheets that reflected the Australian curriculum and would be a way of sharing our resources and activities to benefit all members of the team.

In discussion with my executive I led trial using the Improve program in late term 1 and term 2 with my 3/4 class based on the strands that I was teaching. I wanted to
observe and evaluate its usefulness and effectiveness before leading my colleagues. I evaluated the program and gave feedback to my executive that I thought it was a quick, easy and worthwhile method of assessing student's maths concepts. I thought it would be very valuable as a way of assessing our students consistently across the 3/4 cohort, and would save teachers valuable time and effort. The analysis and data would prove useful when it came time for reporting.

In term 3, I led and facilitated professional learning for the primary department of our school. I gave my colleagues a snapshot of how the program works, what I had been trialing with my students and how I think it would benefit the schools needs.

My learning team colleagues were very interested in using the program in their classes. They were able to see first hand the explicit data I was able to collect and analyse, and what potential the data had for informing them as a professional about the learning needs of all students in their classes.

As a result, I have led my 3/4 colleagues in designing and implementing maths tests with their classes. I have taken their classes and demonstrated how to put their students through tests. I assist colleagues with the planning of units of work based on the data analysis. I was able to model how the program works to the pre-service teachers in our team. I guided my intern to create and implement a test based on the maths concepts she was teaching.

My colleagues have learnt how to use available technology as a means of assessing and improving student learning outcomes. They have developed their knowledge of analysing data and creating programs that are needs based to directly benefit the students in their classes. The feedback of my colleagues has been positive. They like the ease of the testing process, and how all children have been comfortable doing the assessment. It also gives our students opportunity to get used to the kind of questions they will receive in NAPLAN.

At the end of the year, we will be putting our students through the NAPLAN style test again to see the improvements in student learning and outcomes. I will be leading a review and evaluation of the program and whether we as a team think it has been useful and effective in increasing student outcomes.

I continue to work collaboratively as a lead teacher to facilitate the implementation of the Improve program.

Future Planning - Descriptor 5.5
Where to from here?

Future analysis and evaluation – How can the Improve program become part of providing feedback on student outcomes and incorporated as part of our school’s reporting system?

A new Australian curriculum and new innovative assessment programs will result in reporting programs being evaluated to better meet the needs of teachers, students and parents. As part of my evaluation and review of the Improve program I am leading, I will initiate and welcome opportunities to evaluate and review how programs such as these can be used to provide accurate data on student achievement and improve the quality of assessments for teachers to report on student outcomes.

Descriptors: 6.2, 7.4

I will be sharing my knowledge and evaluations of the Improve Program and its implementation at Kingsford Smith with the executive staff of Arawang Primary. They have showed interest in looking the effectiveness of an assessment program like Improve that could be used by the teachers at their school. I will be seeking opportunities to take a leadership role in providing professional learning to other schools and teachers within the network.

Descriptor: 4.5

With the use of online assessment programs by students and teachers, there must be policies and strategies in place to ensure that programs are used safely. I will seek an opportunity to work with my colleagues on technology team to review school policies that have developed strategies use online teaching and learning tools ethically and responsibly.
Resource B for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a) - Lead Teacher Initiative – IMPROVE Program

Improve Data

Standards:  2 - Know the content and how to teach it  
            3 - Plan for and implement effective teaching and learning 
            5 - Assess, provide feedback and report on student learning 
            6 - Engage in professional learning

Descriptors: 2.3, 2.5, 2.6, 3.4, 5.1, 5.4, 6.2, 6.3, 6.4

*Schools need reliable, rich data on the performance of their students because they have the primary accountability for improving student outcomes.*

*Melbourne Declaration on Education Goals for Young Australians*

<table>
<thead>
<tr>
<th>Staff Meeting Presentation</th>
<th>3/4 Maths Results and Planning</th>
</tr>
</thead>
</table>

15
Artefact - Staff Meeting Professional Development

We need to look for professional learning that:
- uses technology to enrich collaboration and learning
- Develops high-level skills that allow teachers to adapt and excel in a rapidly changing and hyper-connected world.

Australian Charter for the Professional Learning of Teachers and school Leaders

Through my professional learning I have contributed to the learning capacity of my colleagues to implement an assessment program that has the potential to improve student learning and wellbeing. My colleagues benefit from my hands on knowledge of the Improve program and my ongoing support and collaboration. The presentation I led is relevant to primary teachers. I am supporting teachers to reflect and improve their practice with the ultimate goal of improving student outcomes.

I presented to colleagues as part of literacy/numeracy workshop being run for primary staff. The feedback was positive and as a result I have assisted colleagues in developing tests to use with their class.
3/4 Maths Results and Planning

Good quality data supports each school to improve outcomes for all of their students. It supports effective diagnosis of student progress and the design of high-quality learning programs.

*Melbourne Declaration on Education Goals for Young Australians*
Test Summary / NAPLAN 2008 year 3 numeracy

Test: NAPLAN 2008 year 3 numeracy
Date of pre test: 8 February 2012
Teacher: XXXX

**Descriptors:** 2.5, 2.6, 3.4, 5.1, 5.4

The highlighted questions (less than 20% correct) showed us the skills the children were lacking. By using this data, I led the team to develop a maths outline for semester 1. This process directly informed the 3/4 team of the future learning of our students.

We observed that the online test was less confrontational than a paper and pencil test that caused some children to shut down and not attempt.

**Adaptive test / Group results and participation** (Average on completed result)
Pre test: 58 participant(s), 58 Completed, 0 Pending marking, 0 In progress, 0 Not started
Post test 1: 58 participant(s), 0 Completed, 0 Pending marking, 0 In progress, 58 Not started
Post test 2: 58 participant(s), 0 Completed, 0 Pending marking, 0 In progress, 58 Not started

**Pre test average:** 37%

**Pre test / Summary of correct answers per question** (Based on completed result)

<table>
<thead>
<tr>
<th>Question</th>
<th>Average correct</th>
<th>Confidence level</th>
<th>Associated learning resources</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q186: Objects: Attribute of length</td>
<td>53%</td>
<td>0% I don't know, 10% I am guessing, 14% Somewhat sure, 74% Very sure</td>
<td>S4999 Introducing attributes of measurement, S5000 Direct and indirect comparison, S5001 Using informal units of measurement</td>
<td>Length</td>
</tr>
<tr>
<td>Q266 Add coin values</td>
<td>71%</td>
<td>3% I don’t know 14% I am guessing 19% Somewhat sure 60% Very sure!</td>
<td>M009396 Addition and subtraction level... M009389 Whole numbers level 3: numbers to 100</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----</td>
<td>------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Q196 Stickers on a grid</td>
<td>10%</td>
<td>16% I don’t know 34% I am guessing 7% Somewhat sure 19% Very sure!</td>
<td>L350 Rainforest: use a grid map</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coordinates Grails</td>
<td></td>
</tr>
</tbody>
</table>

Test Summary / NAPLAN 2008 year 3 numeracy

Addition Money

Rainforest: use a grid map

Coordinates Grails
## 3/4 Maths Outline

**Semester 1 2012**

### Term 1 – Pre-Naplan

- **Co-ordinates**
  - Year 3: Create and interpret simple grid maps to show position and pathways.
  - Year 4: Use simple scales, legends and directions to interpret information contained in basic maps.

- **Angles**
  - Year 3: Identify angles as measures of turn and compare angle sizes in everyday situations.
  - Year 4: Compare angles and classify them as equal to, greater than or less than a right angle.

- **Multiplication**
  - Year 3: Recall multiplication facts of two, three, five and ten and related division facts.
  - Year 4: Recall multiplication facts up to $10 \times 10$ and related division facts.

- **Area**
  - Year 3: Measure, order and compare objects using familiar metric units of length, mass and capacity.
  - Year 4: Compare objects using familiar metric units of area and volume.

### Term 2 – Post Naplan (Weeks 4-10)

- **Addition and Subtraction**
  - Year 3: Recognise and explain the connection between addition and subtraction.
  - Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.
  - Year 4: Use equivalent number sentences involving addition and subtraction to find unknown quantities.

- **Time**
  - Year 3: Tell time to the minute and investigate the relationship between units of time.
  - Year 4: Convert between units of time.
  - Use am and pm notation and solve simple time problems.

- **3D Shapes**
  - Year 3: Make models of three-dimensional objects and describe key features.
  - Year 4: Compare and describe shapes that result from combining and splitting common shapes, with and without the use of digital technologies.

---

*Through analysis of the year 3 IMPROVE data I supported and led my colleagues in creating the maths outline for the learning team. This is evidence showing I have mentored colleagues to improve the use of assessment data in the development of teaching and learning programs to meet student needs.*
<table>
<thead>
<tr>
<th>Topic</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fractions</td>
<td>Model and represent unit fractions including $1/2$, $1/4$, $1/3$, $1/5$ and their multiples to a complete whole.</td>
<td>Investigate equivalent fractions used in contexts.</td>
</tr>
<tr>
<td>Money</td>
<td>Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents.</td>
<td>Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.</td>
<td>Solve word problems by using number sentences involving multiplication or division where there is no remainder.</td>
</tr>
<tr>
<td>Graphs</td>
<td>Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies.</td>
<td>Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values</td>
</tr>
</tbody>
</table>
Resource F for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a) - Lead Teacher Initiative – IMPROVE Program

Content Strand: Number and Algebra

Descriptors: 1.5, 2.3, 3.4

<table>
<thead>
<tr>
<th>Term</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

### Number and Place Value

#### Year 3
- Investigate the conditions required for a number to be odd or even and identify odd and even numbers.
- Recognise, model, represent and order numbers to at least 1000.
- Apply place value to partition, rearrange and regroup numbers to at least 10000 to assist calculations and solve problems.
- Recognise and explain the connection between addition and subtraction.
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computations.
- Recall multiplication facts of two, three, five and ten and related division facts.
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.

#### Year 4
- Investigate and use the properties of odd and even numbers.
- Recognise, represent and order numbers to at least tens of thousands.
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems.
- Investigate number sequence involving multiples of 3, 4, 6, 7, 8 and 9.
- Recall multiplication facts up to 10x10 and related division facts.
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.

### Teaching / Learning Activities

- Notebook on Place Value (G drive)
- Nasty game - 4 digit
- Bingo
- Writing Numbers (Targeting Maths Teaching Guide Year 4, p 3)
- Smallest and Largest numbers using mental computation cards - 3, 4 or 5 digits.
- Think taskboard (Using 3 or 4 digit numbers - write in numerals, word, picture, symbol, concrete)
- Making 3 and 4 digit numbers using base 10 blocks.
- What number is in my head? (Maths Games on the Go, Ages 8-10, p 7)
- Place Value Bingo (Maths Games on the Go, Ages 8-10, p 36)
- Studyladder - Blue (Year 3)
- whole class video
- 2 interactive whiteboard activities on place value (set tasks)
- Number guessing game - to 1000.
- Studyladder - Green (Year 4)
- Place value interactive activity, one more, one less
- Guess the number to 100000 (set tasks)

Extension - Activity cards 1 and 2 (NSW Targeting Maths Years 3 and 4)

I led colleagues to incorporate resources and activities to differentiate for students across a range of abilities.
The process for completing IDEAS begins with a diagnostic inventory of the entire school community ... teachers then analyse the results and formulate the schools strengths and areas for improvement. Based on these results, I wrote the school’s report card. After presenting the report card, the school then embarked on the envisioning process to create a lasting vision encompassing the school. (IDEAS, p.2)

As illustrative of leadership, to what extent does this extract align with Lead Descriptors?
Resource A for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (b) - Lead Teacher Initiative – IDEAS Program

This resource supports Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence.

Description of Lead Teacher Initiative

<table>
<thead>
<tr>
<th>Overview of Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative Title</td>
</tr>
<tr>
<td>Duration of Initiative</td>
</tr>
<tr>
<td>Professional Development Completed</td>
</tr>
<tr>
<td>• IDEAS Initial Training: 2011</td>
</tr>
<tr>
<td>• IDEAS Discovering Training: 2011</td>
</tr>
<tr>
<td>• IDEAS Visioning Training: 2012</td>
</tr>
<tr>
<td>• IDEAS Schoolwide Pedagogy Training: 2012</td>
</tr>
<tr>
<td>• IDEAS School visit to Sydney: 2012</td>
</tr>
<tr>
<td>Professional Development Conducted</td>
</tr>
<tr>
<td>• Initiating staff meeting: 2011</td>
</tr>
<tr>
<td>• Discovering staff professional development half day: 2012</td>
</tr>
<tr>
<td>• Discovering staff meeting: 2012</td>
</tr>
<tr>
<td>• Visioning staff meeting: 2012</td>
</tr>
<tr>
<td>• IDEAS presentation to staff of [REDACTED]: 2012</td>
</tr>
<tr>
<td>• Additional professional development has already been booked for the remainder of 2012 and 2013; these professional development sessions will be referred to in the annotations as they link directly to the initiative.</td>
</tr>
<tr>
<td>Major Standard Covered</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
</tbody>
</table>
| **Supplementary Standard/s Covered** | Standard 1: Know students and how they learn  
Standard 2: Know the content and how to teach it  
Standard 3: Plan for and implement effective teaching and learning  
Standard 4: Create and maintain supportive and safe learning environments  
Standard 5: Assess, provide feedback and report on student learning  
Standard 7: Engage professionally with colleagues, parents/carers and the community |
| **Descriptors Annotated** | 1.2, 1.5, 2.1, 3.7, 4.1, 5.5, 6.2, 6.3, 6.4, 7.3, 7.4 |
| **Description of Initiative** | **Descriptors will be referenced throughout the description as annotations for evidence item no.1.** |

The IDEAS (Initiating, Discovering, Envisioning, Actioning, and Sustaining) program was formulated by the University of Southern Queensland as a way of improving student outcomes in schools. The program is based on research of how students learn, how teachers can improve outcomes and what schools can do to ensure this occurs. It was found that the key to achieving this was to survey the community on the current practice, analyse the results, develop a meaningful vision for learning and create a school wide pedagogy to be implemented and embraced by the whole community.

The program was introduced by the Assistant Principal and I in 2011. Over the past year we have engaged in professional learning with Professor from the University of Southern Queensland based on leading the IDEAS initiative within the school. The process for completing IDEAS begins with a diagnostic inventory of the entire school community completed through an online company who collates the results and sends them back to the school (see here). The teachers then analyse the results and formulate the schools strengths and areas for improvement. Based on these results I wrote the schools report card (see here). After presenting the report card the school then embarked on the envisioning process to create a lasting vision encompassing the school. Following the envisioning process the teachers will look at their individual pedagogy and then bring all of these together to create a school wide pedagogy. The school wide pedagogy will be launched in the actioning phase and evaluated over time to ensure that it is sustainable within the school.

It is my role as the leader of the IDEAS process to run professional development for staff, work with parents and the wider community to promote IDEAS and guide the changes that will occur within the school.

For the purpose of this application the IDEAS process so far and for the future have been broken into the 7 Standards with references made to specific descriptors.
Standard 1: Know the student and how they learn

In surveying the students the school was able to gain an understanding of how they perceived their learning. The envisioning process will require teachers to evaluate the effectiveness of teaching programs by creating a school wide pedagogy (1.2). In creating the school wide pedagogy much care is placed on the importance of differentiating the programs to suit the specific learning goals of all students (1.5).

Standard 2: Know the content and how to teach it

The IDEAS process, and the creation of the school wide pedagogy will allow teachers, under my leadership, to evaluate their knowledge of the content and teaching strategies and to hold professional discussions critically reflecting on appropriate methods (2.1).

Standard 3: Plan for an implement effective teaching and learning

During the envisioning process teachers were asked to reflect on the types of values that will ensure students are challenged within the school at all times. At the beginning of the process parents were given information outlining the purpose of IDEAS and inviting them to complete the diagnostic inventory (see here). The next step in the IDEAS process is to recruit a team of parents who will take part in the envisioning process and the creation of the school wide pedagogy (3.7).

Standard 4: Create and maintain supporting and safe learning environments

As the teachers are guided to create the school wide pedagogy they will be challenged to critique their own pedagogy to ensure they are creating supportive learning environments. As the leader of IDEAS it will be my role to demonstrate the learning environments I have created and share my personal pedagogy with the group (4.1).

Standard 5: Assess, provide feedback and report on student learning

An important element to creating the school wide pedagogy will be the revision of the schools philosophy for reporting back student outcomes to students, parents and the wider community (5.5).

Standard 6: Engage in professional learning

The collaborative nature of the IDEAS program has allowed me to work with other schools in the Archdiocese through professional development, engage in research through the analysis of the diagnostic inventory and engage with the wider education community through interactions with Professor [Professor Name] and visits to IDEAS schools in Sydney (6.2, 6.3). The IDEAS program has also given me the opportunity to lead professional learning within the school that is specifically based on the improvement of student outcomes (6.4).

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

Over the course of the IDEAS process I have constantly engaged ethically in all meetings, professionally development and times when I was leading (7.1). I have identified the program as a means of engaging with parents and carers on the educational priorities of the school which will inform their students learning, this process will continue as the parents become involved in the envisioning process and the creation of the school wide pedagogy (7.3). Finally, the IDEAS process has allowed me to take a leadership role in the wider community as I was asked to present a staff meeting at [School Name]. Here I was able to share our journey so far and support the staff to embrace the IDEAS process (see here) (7.4).
Activity: Unpacking Descriptors

Activity

- Select a Focus Area and unpack the associated descriptors at the Highly Accomplished and Lead career stages and calculate the number of component statements embedded in the descriptors.

- Illustrate this diagrammatically for one descriptor.
Artefact of practice, Descriptor and annotation: Discussion

Activity: Using the Resource Document Evidence Sample 6 – Assessment and Reporting, discuss how the annotation, the artefact and Descriptor 6.3 address the eight guidelines for an “effective annotation”.
Evidence sample 6 – Assessment and Reporting

My annotation:

- As part of my work helping staff to implement the Australian Curriculum (AC) I have worked with the Executive at my school to review assessment and reporting documents and procedures. To meet the requirements of the ETD to report to parents using the Achievement Standard for English and Science in 2012 (recently changed to 2013), I have assisted staff in using the Achievement Standard when planning their units of work. Our school has adapted our Mid and End of Year reports to incorporate the Australian Curriculum in English, Maths and Science this year and I have assisted in aligning our reports from K-6 in these areas. I have met with teams of teachers to help them negotiate the AC and use the Achievement Standard in deciding on the report outcomes for their year levels (see example of highlighting the Achievement Standard). The Deputy Principal and myself have considered assessment and reporting requirements in the Curriculum PD we have presented over the past two years, including a full day on Assessment in August last year.

- I have embedded the Science resource ‘Primary Connections’ into the three year cycle of Integrated Unit topics our school follows and as part of the Science Committee I am reviewing whether this three year cycle approach will allow us to effectively cover the AC in the future.
Evidence sample 6 – Assessment and Reporting

The evidence annotated on the previous slide addresses descriptors in the following Standards:

Standard 2: Know the content and how to teach it
Standard 5: Assess, provide feedback and report on student learning
Standard 6: Engage in professional learning
Standard 7: Engage professionally with colleagues, parents/carers and the community

The evidence (click on each to access):

- Planning notes for PD on Assessment 6.3
- Report outcomes aligned 2.3 5.1 5.5 7.2
- Three year cycle guide for Integrated Units 2.2
- Example of Achievement Standard highlighted
### Resource C for Activity: Effective Annotations

**Assessment and the Australian Curriculum**

<table>
<thead>
<tr>
<th>Time</th>
<th>Focus</th>
<th>Detail</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welcome</td>
<td>Our focus for today is assessment...</td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>Video clip</td>
<td></td>
<td><a href="http://www.funnyplace.org">www.funnyplace.org</a> on clc</td>
</tr>
<tr>
<td>9:15</td>
<td>Aim for the day</td>
<td>By the end of the day we would like to have started on... At Weetangera this is what Assessment looks like...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mixer to make groups</td>
<td>Jigsaw puzzle pieces – 6 pieces for each puzzle. Keep your puzzle piece with you for the day,</td>
<td>Mixer to make groups – make sure they are not in teams</td>
</tr>
<tr>
<td>9:20</td>
<td>Fill in the missing words. Discuss the 3 types. Compare that page to the page about assessment as, for and of learning</td>
<td>1 thing that resonates with group Anything you disagree with Any questions it raises Number 4 to report back</td>
<td>Page about assessment as, for and of learning &amp; 3 types of assessment – in manilla folder</td>
</tr>
<tr>
<td>9:35</td>
<td>Give each group one area to look at (formative, diagnostic, summative) <strong>Individually list the assessment ideas that fit into this category.</strong> Do a structured brainstorm to share your ideas. Meet with a member of the other group (same type) &amp; repeat the process</td>
<td>Number 2’s from each group to write up a good copy for us to hot dot.</td>
<td>Blank paper for everyone Butchers paper to list types of assessment on for number 2’s.</td>
</tr>
<tr>
<td>10:05</td>
<td>Place a dot beside any methods you use regularly – please be honest.</td>
<td>Everyone hot dots on their way to morning tea</td>
<td>Stickers on tables</td>
</tr>
<tr>
<td>10:15</td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Mixer- using the noise that the animal on your card makes find the other members of your next group.</td>
<td>Find a table to sit at</td>
<td>Puzzle pieces</td>
</tr>
<tr>
<td>10:50</td>
<td>Sort through the statements about best practice and misconceptions.</td>
<td></td>
<td>Statements cut up Discussion paper to check answers</td>
</tr>
</tbody>
</table>

*August 18th*
### Resource C (cont’d) for Activity: Effective Annotations

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:05</td>
<td><strong>This is what best practice is...</strong> Do these assessment items fit with it? Complete the table</td>
<td>Feedback to the group Grid to fill in – we need to add hot dotted items</td>
</tr>
<tr>
<td></td>
<td><strong>Looking at the hot dotted pages where are the gaps for us?</strong></td>
<td>Consider these hot dotted items when doing your plan.</td>
</tr>
<tr>
<td></td>
<td><strong>Get back into teams – Where to from here? Teams work out a plan for this term, next term, and next year.</strong></td>
<td>Sheet for planning on.</td>
</tr>
<tr>
<td>11:30</td>
<td><strong>Reading Assessment – how do we PM Benchmark properly? In your group do a PMI on the reading you had for homework.</strong></td>
<td>Feedback to group PM Benchmark resources</td>
</tr>
<tr>
<td></td>
<td><strong>We are going to use this as a diagnostic tool – twice a year. Can do running records at other times but not with kit.</strong></td>
<td>Take a piece of paper from the A5 envelope. Find all the other people with the same coloured paper. Read and discuss – you will be feeding back to your group. Go back to original group – so there is one page of each colour – share your reading. Frequently asked questions on coloured paper cut up</td>
</tr>
<tr>
<td>12:00</td>
<td><strong>Let’s have a go at doing a running record – listen to recording and everyone does their own record.</strong></td>
<td>Discuss with your partner how you went. Recording of child reading Copies of reading record sheet for everyone</td>
</tr>
<tr>
<td>12:30</td>
<td><strong>Lunch</strong></td>
<td>Roster for Soup lunch and Morning tea</td>
</tr>
<tr>
<td>2:00</td>
<td><strong>Cluster meeting</strong></td>
<td>Florey at 2pm Highlighters, stapler, writing sample</td>
</tr>
</tbody>
</table>

---

This was the running sheet for the full day of PD on Assessment held last August. We also used this opportunity to review school procedures on how to administer a PM Benchmark reading assessment in an effort to have a consistent approach across the school.
Activity: Quality Annotations

Activity

1. Identify several descriptors at the Highly Accomplished and/or Lead career stage that could be evidenced by a document showing track changes that identify a number of contributors, including a certification applicant.

2. Identify direct artefacts (individual or collections) that could evidence the following descriptors:
   a) Lead 6.4
   b) Highly Accomplished 7.1
Activity: Bias Icebreaker

Bias

1. In your view, what would signify the (i) competence and (ii) incompetence of:
   a) a travel consultant; and
   b) an exercise trainer?
Activity: Writing Bias

Aims:
1. to identify writing preferences that could affect assessments
2. to articulate aspects of style (format, genre, lexical choice, grammar, etc.) that could act as bias triggers

Method: Annotations 1 and 2 below address Focus Area 7.3 at the Lead career stage. The annotations display very different style elements. Examine both annotations to investigate whether you have a preference for a particular writing style. If so, identify aspects of the format, lexical choice, etc. that (dis)align with your preference.

Annotation 1

<table>
<thead>
<tr>
<th>Standard 7: Engage professionally with colleagues, parents/carers and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Area</strong> 7.3 Engage with parents/carers</td>
</tr>
<tr>
<td><strong>Descriptor:</strong> identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and in the educational priorities of the school.</td>
</tr>
</tbody>
</table>
| **Annotation:** Through the ILP and PLP review process *(Attachment 7).* I take the opportunity to engage with parents of the sight and hearing impaired student to focus on building optimal communication between home and school by organising a weekly meeting with parent/s, organise a take home folder that serves as a means of communication between teacher, student and parent. These two strategies are an effective means to keep parents informed of their child's learning and is also an educational priority of the school i.e. Building Quality Relationships Policy *(Attachment 7).* According to the school policy *(see Staff Handbook, Evidence 5)*, assessment and reporting process is carried out formally, four times during the academic year. At each reporting time, parents are offered the opportunity to meet with all teachers connected to a child’s learning (subject specific). The family ensures that they take up the opportunity to meet with all teachers and maintaining the weekly meeting with the family allows an ongoing and regular way to communicate effectively about the child’s progress in the classroom. I also use the valuable experience and information that I have to assist and guide his elective teachers, health and physical education teacher as well as his Maths teacher who rely on me to keep them informed of the best practise for his learning and progress in the school. I also advise the new-educators and pre-service teachers to do the same especially, if such a practice can help the learning and achievement of the student/s.
I have been trialing using the reflection journals weekly, making sure I cover different lessons and different learning questions.

In term 3, the children shared their learning reflection journals with their parents. It was a fantastic opportunity to involve the parents in the process and it was lovely to see the positive feedback parents were giving their children about their learning.

It has been a powerful way of the students recording the progress they have made. I have seen an increase in a positive 'can do' attitude. It lends itself to being very future focused. Through guided analysis, students can recognise their strengths and weaknesses and set goals accordingly.

This process is really starting to get my students thinking about what and why they're learning. It's a great way to capture their thinking and they LOVE sharing their responses with other teachers and students.
Activity: Assessing Direct Evidence

Stage 1 assessment: Assessing direct evidence activity

Artefacts:
- Student Reflection Journal
- School Learning Questions

Descriptors 3.1, 5.2, 7.3 (Lead)

3.1: Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.

5.2: Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

7.3: Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and in the educational priorities of the school.
Artefact - Student Reflection Journals

Successful learners:
- develop their capacity to learn and play an active role in their own learning.
- are motivated to reach their full potential.

Melbourne Declaration on Education Goals for Young Australians

I have been trialing using the reflection journals weekly, making sure I cover different lessons and different learning questions.

In term 3, the children shared their learning reflection journals with their parents. It was a fantastic opportunity to involve the parents in the process and it was lovely to see the positive feedback parents were giving their children about their learning.

This process is really starting to get my students thinking about what and why they’re learning. It’s a great way to capture their thinking and they LOVE sharing their responses with other teachers and students.

It has been a powerful way of the students recording the progress they have made. I have seen an increase in a positive ‘can do’ attitude. It lends itself to being very future focused. Through guided analysis, students can recognise their strengths and weaknesses and set goals accordingly.

8/5/12 Question 2

What progress have you made?
- Co-operative Reading
the role investigator and my attitude towards
the work. What help me improve my attitude
was having a great group that helped me.
Also being able to do co-operative reading
with your peers has really helped me.

½ Fantastic Ella. You have made some great
progress. It’s wonderful to read that your
attitude changed. I hope you keep enjoying
visiting year 5 so co-operative reading.
Resource B for Activity Assessing Direct Evidence - School Learning Questions

Descriptors: 3.1, 5.2

Artefact – Learning Questions

Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning.

Arthur L. Costa and Bena Kallick

Learning Questions -
What are you learning?
What progress have you made?
What makes you a good learner?
What can you do to improve?
What did you enjoy learning today?

Where to next? My 3/4 colleagues are now using the questions more regularly and in a greater capacity. They are now sharing ideas on how the questions can be used in our integrated inquiry units and as a means of self-reflection for assessment pieces in student portfolios.

I will continue to lead my colleagues as I evaluate how I have been explicitly teaching metacognition skill in my classroom.

I will initiate opportunities for my year 5 learning team colleagues to become involved.

Learning reflection leads itself to goal setting. By demonstrating the setting of challenging learning goals that target individual students’ learning needs, higher order thinking skills and the understanding of core concepts I am leading my colleagues to challenge their students thinking and encourage the development of metacognitive strategies. In doing so, my colleagues are increasing their knowledge of how such initiatives can impact student learning by celebrating success and achieving learning goals.

I am leading my colleagues in my learning team to incorporate the Learning Questions as part of their normal teaching practice. I have gone into my colleagues classrooms to film student responses about their learning, and led professional discussions to give feedback and study the films to guide colleagues to develop activities and strategies to further ‘interrogate’ and build upon students understanding of their learning.

Using the questions to guide students understandings is a powerful way to give individual feedback to students on their learning.
Activity: Authentic Evidence Discussion

Stage 1 Assessment: Evidence as (i) direct representation of a teacher’s work, and (ii) authentic

- ASD Learner Profile
- Descriptor 1.6 Lead: Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

Discussion question: How might an applicant applying for Lead certification demonstrate Descriptor 1.6 in the absence of direct representation of his/her work, such as the ASD Learner Profile?
Resource for Activity: Authentic Evidence Discussion

ASD Learner Profile

Primary School

Name: 

DOB: 

Year: 1/2W Teacher: 

Life experiences and personal characteristics including likes / dislikes:

Has transferred from [ ] half way through 2010. Has two younger sisters, [ ] in Kindergarten and [ ] at home still.

Travels to and from school by public bus – [ ] needs to leave the classroom at 2:55pm to be able to catch the bus. Some of the Senior students will call by to collect him however he can get anxious about being late. I have put a visual of an analogue clock showing 2:55pm on his desk to help him identify the time he needs to go.

Communication and social skills:

Likes to contribute to class discussions – can at times call out when he has a question he’d like answered. Tries hard to use students names when talking to them or answering his questions. [ ] sometimes joins in the year 1/2 soccer game at lunch time but mostly plays with one other person – also new to the school.

Support needs including routines, flexibility and cognitive skills:

[ ] is very capable academically and attempts all work. He benefits from regular routines and likes to know what is happening and why.

Behaviour support including environment support:

[ ] needs time to organise himself for the next activity particularly if he has to change classes – he can be easily distracted when movement is involved. [ ] works well when given short, concise instructions about the next activity and asked to repeat the instructions back.

Part of ‘Positive Partnerships’ goals and strategies.
Evidencing Standards 1.6, 4.4
Activity: Heat Map

Consider the hypothetical coding below. The green highlighting indicates that an annotation and an artefact have validly evidenced the specified aspect of the descriptor. Make an on-balance judgment on the information provided below. How would you justify your decision? Do/did you require more information?

**STANDARD 2: LEAD**

2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

2.2 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

2.3 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

2.4 Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.5 Monitor and evaluate the implementation of teaching strategies within the school to improve students’ achievement in literacy and numeracy using research-based knowledge and student data.

2.6 Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

For further practice.....

**STANDARD 4: LEAD**

4.1 Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.

4.2 Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

4.3 Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

4.4 Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

4.5 Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.
## Appendix A: Career Stage Descriptors

### Graduate Career Stage Descriptors

<table>
<thead>
<tr>
<th>Std 1: Know students and how they learn</th>
<th>Std 2: Know the content and how to teach it</th>
<th>Std 3: Plan for and implement effective teaching and learning</th>
<th>Std 4: Create and maintain supportive and safe learning environments</th>
<th>Std 5: Assess, provide feedback and report on student learning</th>
<th>Std 6: Engage in professional learning</th>
<th>Std 7: Engage professionally with colleagues, parents/carers and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of physical, social and emotional development and characteristics of students and how these may affect learning.</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches, to assess student learning.</td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practice.</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
</tr>
<tr>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
<td>Include a range of teaching strategies.</td>
<td>Demonstrate knowledge of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
<td>Understand the impact on students and the teacher of ICT on learning and teaching.</td>
<td>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</td>
</tr>
<tr>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Demonstrate broad knowledge of a range of resources, including ICT, that engage students in their learning.</td>
<td>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
<td>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</td>
<td>Demonstrate understanding of the range of resources available to support the safe, responsible and effective use of ICT in learning and teaching.</td>
<td>Demonstrate understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
<td>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and effective use of ICT in learning and teaching.</td>
<td>Understand the impact on students and the teacher of ICT on learning and teaching.</td>
<td>Demonstrate understanding of the range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</td>
<td>Understand the impact on students and the teacher of ICT on learning and teaching.</td>
</tr>
<tr>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
<td>Implement teaching strategies for using ICT to support curriculum learning opportunities for students.</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
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</tbody>
</table>

Describe a broad range of strategies for involving parents/carers in the educative process.
### Proficient Career Stage Descriptors

<table>
<thead>
<tr>
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<th>Std 2: Know the content and how to teach it</th>
<th>Std 3: Plan for and implement effective teaching and learning</th>
<th>Std 4: Create and maintain supportive and safe learning environments</th>
<th>Std 5: Assess, provide feedback and report on student learning</th>
<th>Std 6: Engage in professional learning</th>
<th>Std 7: Engage professionally with colleagues, parents/carers and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</td>
<td>Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</td>
<td>Set explicit, challenging and achievable learning goals for all students.</td>
<td>Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</td>
<td>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</td>
<td>Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</td>
<td>Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</td>
</tr>
<tr>
<td>Structure teaching programs using research and collegial advice about how students learn.</td>
<td>Organise content into coherent, well-sequenced learning and teaching programs.</td>
<td>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</td>
<td>Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</td>
<td>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</td>
<td>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</td>
<td>Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</td>
</tr>
<tr>
<td>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</td>
<td>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</td>
<td>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</td>
<td>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</td>
<td>Establish and maintain respectful and collaborative relationships with parents/carers regarding their children’s learning and wellbeing.</td>
</tr>
<tr>
<td>Design and involve effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</td>
<td>Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Select and or create and use a range of resources, including ICT, to engage students in their learning.</td>
<td>Ensure students’ wellbeing and safety within school by implementing school and or system, curriculum and legislative requirements.</td>
<td>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</td>
<td>Undertake professional learning programs designed to address identified student learning needs.</td>
<td>Participate in professional and community networks and forums to broaden knowledge and improve practice.</td>
</tr>
<tr>
<td>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</td>
<td>Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.</td>
<td>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</td>
<td>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</td>
<td>Plans for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</td>
<td></td>
</tr>
<tr>
<td>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</td>
<td>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</td>
<td>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</td>
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<tr>
<td>Std 1: Know students and how they learn</td>
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</tr>
<tr>
<td>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</td>
<td>Support colleagues using current and comprehensive knowledge of context and teaching strategies to develop and implement engaging learning and teaching programs.</td>
<td>Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</td>
<td>Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</td>
<td>Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, compile with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.</td>
<td>Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and preserve teachers to improve classroom practice.</td>
<td>Maintain high ethical standards and support colleagues in interpret codes of ethics and exercise sound judgement in all school and community contexts.</td>
</tr>
<tr>
<td>Expand understanding of how students learn using research and workplace knowledge.</td>
<td>Exhibit innovative practice in the selection and organisation of context and delivery of learning and teaching programs.</td>
<td>Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</td>
<td>Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</td>
<td>Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student’s current needs in order to progress learning.</td>
<td>Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for preservice teachers where applicable.</td>
<td>Support colleagues to review and interpret legislative, administrative and organisational requirements, policies and processes.</td>
</tr>
<tr>
<td>Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse, linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</td>
<td>Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</td>
<td>Organise assessment moderation activities that support consistent and comparable judgements of student learning.</td>
<td>Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practices, and the educational outcomes of students.</td>
<td>Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing.</td>
</tr>
<tr>
<td>Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</td>
<td>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</td>
<td>Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.</td>
<td>Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.</td>
<td>Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.</td>
</tr>
<tr>
<td>Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.</td>
<td>Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement.</td>
<td>Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement.</td>
<td>Model and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Model and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Work with colleagues to construct accurate, informative and timely reports to students and their parents/carers about student learning and achievement.</td>
<td></td>
</tr>
</tbody>
</table>
### Lead Career Stage Descriptors

<table>
<thead>
<tr>
<th>Know students and how they learn</th>
<th>Know the context and how to teach it</th>
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<th>Create and maintain supportive and safe learning environments</th>
<th>Assess, provide feedback and report on student learning</th>
<th>Engage in professional learning</th>
<th>Engage professionally with colleagues, parents/carers and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</td>
<td>Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.</td>
<td>Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</td>
<td>Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.</td>
<td>Evaluate school assessment, policies and strategies to support colleagues in using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.</td>
<td>Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.</td>
<td>Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.</td>
</tr>
<tr>
<td>Lead processes to evaluate the effectiveness of teaching, programs using research and workplace knowledge about how students learn.</td>
<td>Lead initiatives that utilise comprehensive concept knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</td>
<td>Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students’ knowledge, understanding and skills.</td>
<td>Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.</td>
<td>Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</td>
<td>Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.</td>
<td>Initiate, develop and implement relevant policies and processes to support colleagues’ compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</td>
</tr>
<tr>
<td>Evaluate and revise school learning and teaching programs using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</td>
<td>Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.</td>
<td>Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.</td>
<td>Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</td>
<td>Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and in the educational priorities of the school.</td>
</tr>
<tr>
<td>Develop teaching programs that support equitable and engaging participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parent/ carers.</td>
<td>Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</td>
<td>Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.</td>
<td>Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.</td>
<td>Advise, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</td>
<td>Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</td>
</tr>
<tr>
<td>Lead colleagues to the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</td>
<td>Monitor and evaluate the implementation of teaching strategies within the school to improve students’ achievement in literacy and numeracy using research-based knowledge and student data.</td>
<td>Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students’ understanding, engagement and achievement.</td>
<td>Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</td>
<td>Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.</td>
<td>Initiate contextually relevant processes to establish programs that involve parent/careers in the education of their children and broader school priorities and activities.</td>
</tr>
</tbody>
</table>