Australian Institute
for Teaching and
School Leadership
Limited

# Certification evidence mapping document

# Highly Accomplished teachers

Companion document to the Guide to Certification of
Highly Accomplished and Lead Teachers in Australia

# Tools and templates

## Evidence mapping to descriptors: Highly Accomplished career stage

| STANDARD 1:<br>Know students and how they learn | Evidence Set or Artefact<br>1 | Evidence Set or Artefact<br>2 | Evidence Set or Artefact<br>3 | Evidence Set or Artefact<br>4 | Evidence Set or Artefact<br>5 | Evidence Set or Artefact<br>6 | Evidence Set or Artefact<br>7 | Evidence Set or Artefact<br>8 | Evidence Set or Artefact<br>9 | Evidence Set or Artefact<br>10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1.1 Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. | | | | | | | | | | |
| 1.2 Expand understanding of how students learn using research and workplace knowledge. | | | | | | | | | | |
| 1.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | | | | | | | | | | |
| 1.4 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. | | | | | | | | | | |
| 1.5 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. | | | | | | | | | | |
| 1.6 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 disability. | | | | | | | | | | |

# Tools and templates

| STANDARD 2:<br>Know the content and how to teach it | Evidence Set or Artefact 1 | Evidence Set or Artefact 2 | Evidence Set or Artefact 3 | Evidence Set or Artefact 4 | Evidence Set or Artefact 5 | Evidence Set or Artefact 6 | Evidence Set or Artefact 7 | Evidence Set or Artefact 8 | Evidence Set or Artefact 9 | Evidence Set or Artefact 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 2.1   Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs. | | | | | | | | | | |
| 2.2   Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. | | | | | | | | | | |
| 2.3   Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements. | | | | | | | | | | |
| 2.4   Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | | | | | | | | | | |
| 2.5   Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement. | | | | | | | | | | |
| 2.6   Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful. | | | | | | | | | | |

# Tools and templates

| STANDARD 3:<br>Plan for and implement effective teaching and learning | Evidence Set or Artefact<br>1 | Evidence Set or Artefact<br>2 | Evidence Set or Artefact<br>3 | Evidence Set or Artefact<br>4 | Evidence Set or Artefact<br>5 | Evidence Set or Artefact<br>6 | Evidence Set or Artefact<br>7 | Evidence Set or Artefact<br>8 | Evidence Set or Artefact<br>9 | Evidence Set or Artefact<br>10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 3.1 Develop a culture of high expectations for all students by modelling and setting challenging learning goals. | | | | | | | | | | |
| 3.2 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students. | | | | | | | | | | |
| 3.3 Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | | | | | | | | | | |
| 3.4 Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. | | | | | | | | | | |
| 3.5 Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement. | | | | | | | | | | |
| 3.6 Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices. | | | | | | | | | | |
| 3.7 Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. | | | | | | | | | | |

# Tools and templates

| STANDARD 4:<br>Create and maintain supportive and safe learning environments | Evidence Set or Artefact<br>1 | Evidence Set or Artefact<br>2 | Evidence Set or Artefact<br>3 | Evidence Set or Artefact<br>4 | Evidence Set or Artefact<br>5 | Evidence Set or Artefact<br>6 | Evidence Set or Artefact<br>7 | Evidence Set or Artefact<br>8 | Evidence Set or Artefact<br>9 | Evidence Set or Artefact<br>10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 4.1 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. | | | | | | | | | | |
| 4.2 Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities. | | | | | | | | | | |
| 4.3 Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. | | | | | | | | | | |
| 4.4 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety. | | | | | | | | | | |
| 4.5 Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. | | | | | | | | | | |

# Tools and templates

| STANDARD 5: Assess, provide feedback and report on student learning | Evidence Set or Artefact 1 | Evidence Set or Artefact 2 | Evidence Set or Artefact 3 | Evidence Set or Artefact 4 | Evidence Set or Artefact 5 | Evidence Set or Artefact 6 | Evidence Set or Artefact 7 | Evidence Set or Artefact 8 | Evidence Set or Artefact 9 | Evidence Set or Artefact 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 5.1 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. | | | | | | | | | | |
| 5.2 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. | | | | | | | | | | |
| 5.3 Organise assessment moderation activities that support consistent and comparable judgements of student learning. | | | | | | | | | | |
| 5.4 Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice. | | | | | | | | | | |
| 5.5 Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement. | | | | | | | | | | |

# Tools and templates

| STANDARD 6:<br>Engage in professional learning | Evidence Set or Artefact<br>1 | Evidence Set or Artefact<br>2 | Evidence Set or Artefact<br>3 | Evidence Set or Artefact<br>4 | Evidence Set or Artefact<br>5 | Evidence Set or Artefact<br>6 | Evidence Set or Artefact<br>7 | Evidence Set or Artefact<br>8 | Evidence Set or Artefact<br>9 | Evidence Set or Artefact<br>10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 6.1 Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice. | | | | | | | | | | |
| 6.2 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. | | | | | | | | | | |
| 6.3 Initiate 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. | | | | | | | | | | |
| 6.4 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. | | | | | | | | | | |

# Tools and templates

| STANDARD 7:<br>Engage professionally with colleagues, parents/carers and the community | Evidence Set or Artefact<br>1 | Evidence Set or Artefact<br>2 | Evidence Set or Artefact<br>3 | Evidence Set or Artefact<br>4 | Evidence Set or Artefact<br>5 | Evidence Set or Artefact<br>6 | Evidence Set or Artefact<br>7 | Evidence Set or Artefact<br>8 | Evidence Set or Artefact<br>9 | Evidence Set or Artefact<br>10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 7.1  Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. | | | | | | | | | | |
| 7.2  Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. | | | | | | | | | | |
| 7.3  Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being. | | | | | | | | | | |
| 7.4  Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. | | | | | | | | | | |