

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

Contents

NATIONAL CERTIFICATION	5
Background	5
Purpose	6
Principles	6
Highly Accomplished and Lead teachers.....	7
NATIONAL CERTIFICATION IN JURISDICTIONS	8
A national process.....	8
State/Territory certifying authorities.....	8
South Australian Teacher Certification Committee	8
CERTIFICATION PROCESS	9
Pre-assessment.....	10
Eligibility requirements	10
Certification assessment	11
Stae 1: Submission of evidence – Submission of Evidence	12
Evidencing the Standards	12
Demonstrating improvement	12
Direct evidence	13
1.A. Annotated evidence of teacher practice	13
1.B. Observation reports.....	15
2. Teacher reflection on the direct evidence.....	15
Referee statements	16
Assessment Stage 1	17
Decision making.....	17
Feedback	17
Direct assessment of teacher practice onsite by an external assessor	18
Observation of practice	19
Discussion with colleagues/others	19

ASSESSMENT STAGE 2: DECISION MAKING	20
Certification decision.....	21
Review of the Assessment Process	21
SUPPORT MATERIALS	22
Documentary evidence supplements	22
Self-Assessment Tool (SAT).....	22
Observation framework	22
Annotated collections of evidence	23
Communities of practice.....	23
Assessor training program	23
ROLES AND RESPONSIBILITIES	24
Applicant	24
Assessor	25
Principal	26
Referee	26
SA Teacher Certification Committee	27
SA schooling sectors.....	27
Australian Institute for Teaching and School Leadership	27
Certification of Highly Accomplished and Lead Teachers in Australia	28
Process for applicants Flow Chart	28
GLOSSARY AND DEFINITIONS	30
APPENDIX A: AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	32
APPENDIX B: SECTOR SPECIFIC INFORMATION	39

National certification

This Guide to Certification provides information that will assist in understanding the certification process requirements and the roles and responsibilities of the various personnel involved. This Guide should be used in conjunction with the *Certification of Highly Accomplished and Lead Teachers in Australia*¹, the Documentary evidence supplements, as well as relevant support material.

Background

All Australian education Ministers endorsed *Certification of Highly Accomplished and Lead Teachers in Australia* in April 2012. National certification uses the Australian Professional Standards for Teachers² (the Standards) as a basis for making rigorous and consistent judgements regarding the certification of teachers at the higher career stages across Australia.

It is well established that teacher quality is the single greatest in-school influence on student engagement and outcomes. In addition, evidence indicates that improving the quality of the teaching workforce is fundamental to any overall improvements in schooling³. Certification of Highly Accomplished and Lead teachers aims to contribute to the improvement in teacher quality by increasing reflection on practice and external feedback provided to teachers on their current practice. The ultimate goal for improving teacher quality is to improve the educational outcomes for all young Australians.

Certification is an important element in a broader teacher quality strategy including initial teacher education, registration, performance and development and professional learning that develops, recognises and supports excellent practitioners. Formal recognition of exemplary teachers can make an important contribution to the quality of teaching and leadership in schools. Certification enhances the professionalism of teachers, enabling them to gain recognition for the quality of their teaching and progress their careers while remaining in the classroom.

Certification will benefit all those involved in the process, including teachers, site leaders and education systems. The recognition and certification of excellence aims to encourage teachers to engage in a process aimed at developing ongoing, collaborative, learning professionals who strive to reflect upon and improve practice.

It is important that where possible and appropriate, certification processes fit with other arrangements in which teachers are involved. The process of certification aligns with other processes that teachers are required to undertake including observations of practice, annual performance reviews, processes to maintain registration⁴/accreditation as a teacher, and alignment to school plans and school-wide approaches to professional learning.

¹AITSL 2012, *Certification of Highly Accomplished and Lead Teachers in Australia*, Education Services Australia, Carlton South, viewed November 2012, <http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf> (Formerly published as the *Certification of Highly Accomplished and Lead Teachers – Principles and processes*)

²AITSL 2011, *Australian Professional Standards for Teachers*, Education Services Australia, Carlton South, viewed November 2012, <http://www.teacherstandards.aitsl.edu.au/static/docs/Australian_Professional_Standard_for_Teachers_FINAL.pdf> (Formerly published as the *National Professional Standards for Teachers*)

³Hanushek, E A 2004, *Some Simple Analytics of School Quality*, National Bureau of Economic Research, Massachusetts.

⁴In accordance with the regulatory regimes in individual jurisdictions.

Purpose

Certification of Highly Accomplished and Lead teachers has three primary purposes:

- > to recognise and promote quality teaching
- > to provide an opportunity for teachers to reflect on their practice
- > to provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead teachers.

By contributing to teacher quality, the national certification of Highly Accomplished and Lead teachers will help to achieve the national goals for schooling expressed in the Melbourne Declaration on Educational Goals for Young Australians.

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- > Successful learners
- > Confident and creative individuals
- > Active and informed citizens⁵.

Principles

The five principles that inform the certification of Highly Accomplished and Lead teachers are:

Standards-based:

Certification is awarded against the *Australian Professional Standards for Teachers*. It represents an assessment against the Standards, independent of any use it might then be put to by teachers, their employers, or others.

Student-improvement focused:

Certification recognises those teachers who are highly effective in improving student outcomes. Evidence of student outcomes is central to the certification process. Student outcomes are broadly defined and include student learning, engagement in learning and wellbeing.

Development driven:

Certification is part of a wider career development approach that includes professional learning, performance assessment and development. Participation in the certification process should be a positive experience for participants and provide useful feedback that further enhances development and learning, including for those teachers who do not achieve certification.

Credible:

Certification is credible when assessments of teacher performance are based on rigorous, valid, reliable, fair and transparent measures and processes. The evaluation of teacher practice will be based on consistent application and moderation of these processes by trained assessors, and multiple methods and sources of evidence. Consistency of judgements will be maintained across the diverse contexts where teachers work, so that context does not disadvantage any applicant.

Evidence-based:

Certification must be built on nationally and internationally recognised best practice and contribute to the development of evidence about what works in promoting and recognising teacher quality. The operation of the certification process will be evaluated and the results used to further improve it.

⁵ Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) 2008, *Melbourne declaration on educational goals for young Australians*, viewed 28 July 2011, <http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf>

Highly Accomplished and Lead teachers

The *Australian Professional Standards for Teachers* are a public statement of what constitutes quality teaching. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools, which results in improved educational outcomes for students. The Standards do this by providing a framework that makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public (Appendix A).

➔ Highly Accomplished teachers

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning. They are active in establishing an environment which maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed.

➔ Lead teachers

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students.

They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They seek to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

Lead teachers apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

Lead teachers represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

National certification in jurisdictions

A national process

Highly Accomplished and Lead teachers will be certified against the Australian Professional Standards for Teachers, using a national process and quality assurance measures.

Portability

National certification is portable, allowing teachers to maintain their status as a Highly Accomplished or Lead teacher if they move between jurisdictions and sectors. This does not mean that any industrial arrangements attached to certification, such as a particular rate of pay, or other recognition, such as registration/accreditation status, are automatically transferrable. The way in which certified teachers are recognised or rewarded is an employment matter.

State/Territory certifying authorities

In each jurisdiction, there will be one or more bodies managing the certification process referred to as the certifying authority. The certifying authority/authorities in each state/territory are responsible for implementing and managing the national certification process in that jurisdiction. All certifying authorities will be listed on the AITSL website.

South Australian Teacher Certification Committee

In South Australia the certifying authority is the South Australian Teacher Certification Committee (SATCC) with responsibility for ensuring the South Australian Catholic, Independent and Government schooling sectors meet the requirements for assessment and certification of Highly Accomplished and Lead Teachers.

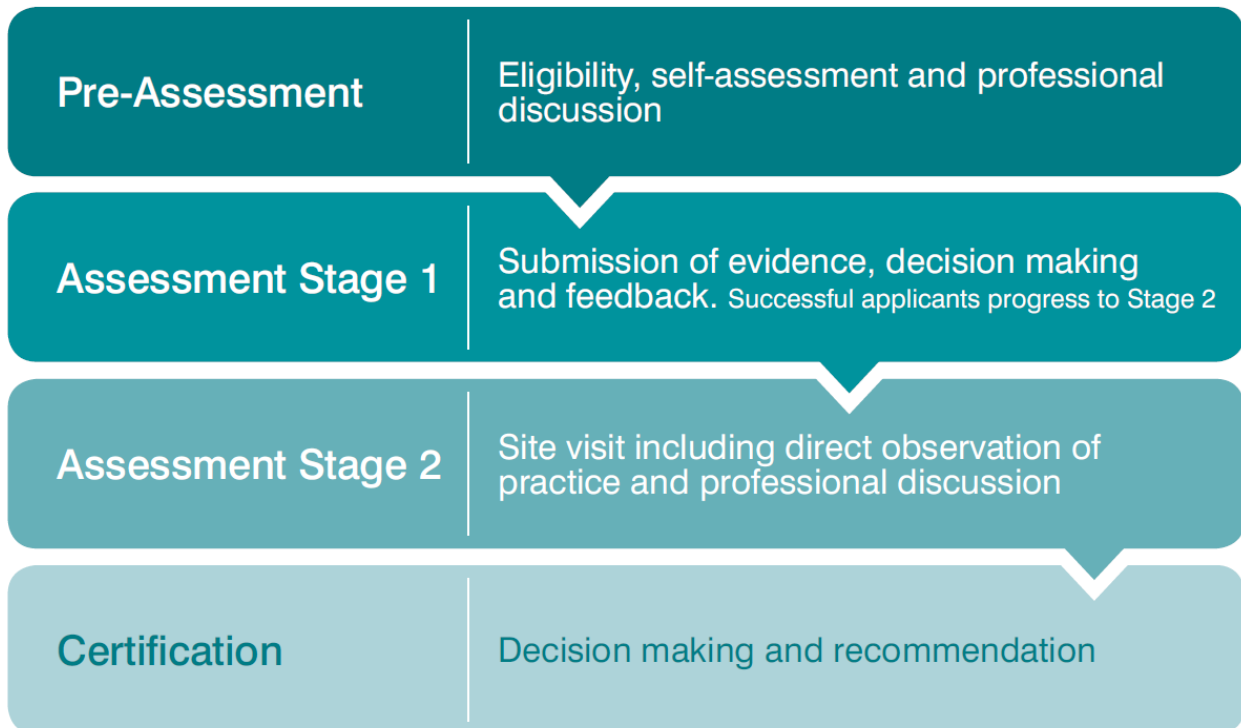
Support for applicants and assessors

SATCC will provide the following support to assessors and applicants:

- Introduction to the establishment of SATCC
- Training for assessors
- Information dissemination to potential applicants;
- Measures to support Aboriginal teachers and teachers in rural and remote areas.

Certification process

The certification process has three main elements – a pre-assessment phase and two stages of assessment. There are some differences in the process for the Highly Accomplished and Lead career stages. These are highlighted in the description of the process that follows.





Pre-assessment

Prior to commencing a certification application teachers determine their eligibility and readiness to apply for certification.

Eligibility requirements

To be eligible to apply for certification at the Highly Accomplished or Lead teacher career stages the applicant must:

- > be an Australian citizen or have a permanent residency visa⁶
- > have full registration with an Australian state or territory regulatory authority⁷
- > have been assessed as satisfactory in their two most recent annual performance⁸ assessments for those applying for Highly Accomplished career stage
- > have been assessed as satisfactory in their three most recent annual performance⁸ assessments for those applying for Lead career stage.

Teachers do not have to be certified as a Highly Accomplished teacher before applying for Lead teacher status.

Subject to meeting the eligibility requirements, there is no additional minimum number of years of teaching required before applying for certification as Highly Accomplished or Lead teacher or for applications for Lead following the achievement of certification at Highly Accomplished or Lead Teacher or for applications for Lead following the achievement of certification at Highly Accomplished.

Jurisdiction/Employer based industrial arrangements attached to certification may have other eligibility criteria, including length of service.

⁶ This also includes New Zealand citizens teaching in Australian schools or early childhood settings.

⁷ In accordance with the regulatory regimes in individual jurisdictions. In New South Wales full registration is Accreditation at Professional Competence. Some teachers in NSW are not required to be accredited, and these teachers are not excluded from this certification process if they meet the other eligibility requirements.

⁸ Annual performance assessments may be those conducted using the current school/system processes where these exist and are not required in a specific format. It is recognised that currently some schools may not have these processes, or the circumstances of teachers mean they have not received an assessment. In these cases, the referees will provide evidence of past performance. Following the implementation of the Australian Teacher Performance and Development Framework the specific requirements of an annual performance assessment outlined will need to be met.

⁹ "Classroom situation" is intended as a broad and inclusive term and does not refer solely to a mainstream school classroom. For example teaching students in early childhood settings, distance education, and hospital schools, and the many other settings and situations in which the teaching of students occurs.

Annual performance assessments

Annual performance assessments may be those conducted using the current school/system processes where these exist and are not required in a specific format. It is recognised that currently some schools may not have these processes, or the circumstances of teachers mean they may not have received an assessment. In these cases, the referees will provide verification of past satisfactory performance. As the *Australian Teacher Performance and Development Framework* is implemented all schools should have an annual review process in place.

Teaching requirements

To be successful, applicants for certification will need to have an authentic teaching role where they teach students over a period of time to enable them to demonstrate achievement of the complete range of Standards and Descriptors. There is no requirement for a specified number of hours or teaching load, but the teacher will need to be responsible for an ongoing teaching program and the assessment of the students. To achieve certification, teachers will need to be able to demonstrate their skills in teaching students in a classroom situation⁹. Therefore the process includes a series of observations of a teacher's practice, including classroom observations.

Providing applicants can demonstrate all teacher Standards through an ongoing teaching role with students including in a classroom situation, certification is available to teachers in a range of roles including school support professionals, regional support officers, consultants and advisory teachers and those in equivalent roles who work with students. However, holding a leadership position such as these is not a guarantee that an application for certification will be successful.

→ Self-assessment

It is strongly recommended that a self-assessment be undertaken by the teacher prior to commencing a certification application. Applicants will have access to an online tool to self-assess their readiness to apply for certification and to provide them with an understanding of what is required for certification.

→ Discussion with principal

All applicants must conduct a professional discussion with their principal/supervisor or delegate¹⁰ regarding their readiness to apply for certification. Obtaining the endorsement of the principal/supervisor to proceed is not mandatory but is strongly recommended.

Certification assessment

The assessment of certification applications has two stages. Applicants must be successful at Stage 1 before proceeding to Stage 2.

Stage 1 – assessment of evidence submitted against the Standards, which includes:

1. direct evidence
 - A. annotated evidence of teacher practice – artefacts that directly represent teachers work that have been annotated to the Descriptors
 - B. observation reports (included in the collection of annotated evidence)
2. teacher reflection on the direct evidence
 - A. a written statement addressing the Standards
 - B. a written description of a Lead initiative (at the Lead career stage only)
3. referee statements – to verify the practice described in the direct evidence and evaluate the teacher’s practice against specific Standards/Descriptors. Referee statements are not considered artefacts or direct evidence of the Standards/Descriptors.

Stage 2 – direct assessment of teacher practice onsite by an external assessor which includes:

1. observation of practice
2. professional discussion with applicant
3. referee discussion with principal/supervisor, and with other colleagues as required and nominated by the applicant.

¹⁰. Nominated by the principal/supervisor. May be the Deputy/Assistant Principal or equivalent member of the senior leadership team of the school/setting who have significant knowledge of the applicant’s practice.

Pre-assessment

Assessment Stage 1

Assessment Stage 2

Certification

Pre-Assessment

Eligibility, self-assessment and professional discussion

Submission of Evidence

Assessment Stage 1 involves the assessment of evidence submitted by the applicant against the Standards. Each of the seven Standards must be addressed by at least two pieces of evidence, and each of the Descriptors at the relevant career stage must be accounted for at least once.

During assessment Stage 1, teachers must submit a collection of evidence which is effectively annotated to demonstrate the impact of the teacher's practice on improvement in student outcomes and the practice of colleagues against the Standards/Descriptors. The collection of evidence must also include two observation reports, and a written statement addressing the Standards. In addition, for the Lead career stage, the applicant will submit a short description of an initiative the applicant has led within the school or across schools and the impact of that initiative.

Applicants will nominate three to five referees who will be able to verify the practice described in the direct evidence and evaluate the teacher's practice against specific Standards/Descriptors.

Evidencing the Standards

To achieve certification, evidence of practice that improves teaching and learning is required at the Highly Accomplished or Lead career stages of the *Australian Professional Standards for Teachers*.

Stage 1 evidence includes:

1. direct evidence
 - A. annotated evidence of teacher practice
 - B. observation reports (included in the collection of annotated evidence)
2. teacher reflection on the direct evidence
 - A. a written statement addressing the Standards
 - B. a written description of a Lead initiative (at the Lead career stage only)
3. referees statements.

The detail of the evidence to be provided differs between stages, and is outlined below.

All evidence submitted by the teacher must be authentic, verifiable and robust, and be a true representation of the teacher's impact over time. Evidence submitted by the teacher will comprise artefacts that are annotated to demonstrate improvement in student outcomes and others' practice. This impact and improvement will be demonstrated by the teacher providing links to the relevant Standards/Descriptors for the assessor as part of the collection of evidence submitted.

The evidence must be supported by referees' written and/or verbal evaluative statements against the Standards/Descriptors. Further detail regarding the referee statements is outlined on [page 25](#).

Applicants are required to have a written statement from at least three with a maximum of five referees who can provide evaluative statements regarding the applicant's evidence against the specific focus areas of the Standards of which they have direct knowledge. The collective statements should provide coverage across all the standards as much as possible. One of the referees is to be the applicant's principal/supervisor or delegate. In addition to the statements the assessors may contact two of the referees, one of whom will be the principal/supervisor or delegate, for further in-depth comment as necessary.

Demonstrating improvement

The collection of evidence must demonstrate positive impact and improvement in student outcomes and the impact on and improvement in the practice of others. Every school in every setting and every student require different teaching approaches. How well teachers understand their teaching environment, how that context influences their teaching choices and how they articulate their knowledge and understanding are the important factors for consideration in the certification process. There is no advantage or disadvantage for teachers in a remote, rural, suburban, urban or metropolitan setting.

Student outcomes are broadly defined and include learning, engagement in learning and wellbeing. The level of students' performance is not what is being assessed; rather the teacher's practice and subsequent positive impact on student outcomes.

Highly Accomplished and Lead teachers also undertake roles that guide, support, advise and lead others. Their influence reaches beyond the classroom, and they not only work to improve their own practice but also to build the capacity of others.

Demonstrating the improvement of colleagues' practice is an important component of an application for certification. For example, professional learning provided for colleagues that accesses resources and specialised assistance to meet particular student learning needs which are then implemented by others.

Direct evidence

1.A. Annotated evidence of teacher practice

Evidence must be a direct representation of a teacher's work. At both career stages, the following principles apply:

- > evidence collectively demonstrates achievement of each of the seven Standards and takes account of each of the Descriptors at the relevant career stage
- > a piece of evidence can address multiple Descriptors, within and across the Standards and should demonstrate the holistic nature of the teacher's practice
- > evidence will be drawn directly from the teacher's work
- > evidence demonstrates the impact of the teacher's work on student outcomes, that could include student learning, engagement in learning and wellbeing
- > evidence demonstrates the impact of the teacher's practice on others
- > evidence must clearly reflect the teacher's individual contribution and demonstrate impact over a period of time.

The evidence drawn directly from practice will include:

- > annotated artefacts of the teacher's practice
- > at least two reports of classroom observation at least one of which must be by the principal/supervisor or delegate.

Examples of this evidence may include:

- lesson plans and supporting documentation that detail the planning and delivery of a teaching sequence and its impact on student learning
- annotated samples of student work
- analysis of student performance data and outcomes, demonstrating how this has influenced teaching strategies and planning
- documentation of assessment strategies, and their links to the intended learning outcomes
- feedback from colleagues, school leaders and others linked to the initiatives described in the collection of evidence
- student/parent feedback drawn from regular practice
- evidence of participation in professional learning, how it has improved teaching practice and the strategies/knowledge been applied to improve student outcomes
- documentation used to support engagement with parents, the community and colleagues. Evidence of the impact of this engagement should also be included.

Authentic evidence

It is recognised that the evidence teachers can provide will vary depending on a number of contextual issues including level of schooling, position within a school, type of school and jurisdiction and sector. Teachers are encouraged to utilise evidence that is specific to their own context.

Some teachers may not be able to draw direct evidence from their regular work to account for some Descriptors. For example, a teacher may not have had the opportunity to teach Aboriginal or Torres Strait Islander students or students with disability. However, using annotations to draw links and explain their knowledge and implementation of inclusive practices will enable an applicant to provide evidence that is related to and shows understanding of and capacity to satisfactorily address the Descriptor.

Preparing a collection of evidence

Applicants will need to provide evidence of performance at the Highly Accomplished or Lead career stages of the Australian Professional Standards for Teachers that improves teaching and learning.

Each of the seven Standards must be addressed by at least two pieces of evidence, including each of the Descriptors at the relevant career stage being accounted for at least once. Annotations that evidence should explicitly reference the Standard(s)/Descriptor(s). An individual piece of evidence may include more than one annotation and/or demonstrate more than one Standard/Descriptor.

When preparing and presenting a collection of evidence the teacher should keep in mind the audience and set the scene for the reader ensuring that each piece of evidence is credible, verifiable and robust. The collection of evidence and supporting documentation should be presented in a user **friendly format** which will enable the assessors to understand the various components and all of the connections that a teacher has drawn. Teachers may assist themselves and the reader by indexing their evidence and mapping it against the Standards.

There is no requirement for each Descriptor to have a separate piece of evidence.

Definitions:

Collection of evidence: the entire submission of evidence for Stage 1 assessment. This is annotated evidence which demonstrates the impact of the applicant's practice, observation reports, a written statement addressing the Standards and a written description of a Lead initiative (for Lead applicants) which, when presented together, form evidence of a teacher's practice against all Descriptors within the seven Standards at the relevant career stage.

A collection of evidence comprises stand-alone artefacts and/or sets of annotated artefacts. Examination of quality collections of evidence indicates that the Standards can be effectively demonstrated in approximately 35 artefacts or fewer. Assembling and structuring the collection of evidence is the responsibility of the applicant. However, assessors will be looking for well chosen, high quality artefacts that effectively and concisely demonstrate achievement of the Standards, rather than a large number of artefacts. The written statement addressing the Standards and the description of a Lead initiative (for Lead applicants) are in addition to the artefacts.

Referee statements and/or discussions verify the practice described in the direct evidence and evaluate the teacher's practice against specific Standards/Descriptors. These referee statements are additional to the artefacts that provide direct evidence of the Standards/Descriptors.

Evidence set: a group of artefacts (pieces of evidence) related by a general theme (e.g. unit of work, curriculum area or professional learning program). For example a unit plan which is combined with an assessment rubric, student feedback and student data. Applicants may choose whether or not to link their artefacts into 'sets'.

Artefact: an individual piece of evidence and/or linked extracts which demonstrates a teacher's achievement against one or more Descriptors. For example a lesson plan, an observation report or a letter to parents. Not all artefacts need to be part of an evidence set.

Annotating evidence

A key component of the teacher's application for certification is the annotation of evidence submitted for assessment. An artefact must be able to demonstrate practice, but submission of an artefact alone does not fulfill the requirements, it is effective annotation of an artefact or sets of artefacts that enables an applicant to demonstrate their thinking on why and how each artefact or set of artefacts they have submitted addresses the Standards/Descriptors and shows impact on teaching and learning.

It is the applicant's responsibility to ensure that the artefact's submitted are effectively annotated to enable the assessor to understand the nature of the evidence, why it has been included in the collection and that the connection is clear between a quality artefact and descriptors within the Standards.

To effectively annotate artefacts teachers are advised to:

- > identify the Standard(s)/Descriptor(s) being accounted for - use language that demonstrates understanding of the Descriptor and how the artefact demonstrates this, making explicit the links between the artefact and Descriptors
- > describe how the evidence demonstrates achievement of the Standards/Descriptors
- > include analysis and reflection on practice demonstrated
- > identify impact on student outcomes, where applicable
- > identify impact on the practice of other colleagues, where applicable
- > identify the teacher's individual contribution
- > identify the leading/supporting/sharing/modelling role undertaken by the teacher, where applicable.

Annotations may take different forms. They may be notations attached to an artefact or an explanatory paragraph attached to an evidence set. Regardless of the form, an annotation should enable the artefact to be understood by the reader, demonstrate a teacher's achievement of the relevant Standard(s)/Descriptor(s) and impact on teaching and learning.

Forms of annotating include but are not limited to:

- > Annotation per *Descriptor* (approximately 150 words)
- > Annotation per *Artefact* – covering multiple Descriptors (approximately 350 words)
- > Annotation per *Evidence set* – covering multiple artefacts and Descriptors (approximately 600 words).

Examples of annotations can be found on the AITSL website.

Examples of annotated collections of evidence for both the Highly Accomplished and Lead career stages can also be found on the AITSL website.

1.B. Observation reports

As part of their annotated collection of evidence, teachers are required to submit observation reports which provide feedback on the teacher's classroom practice against the Standard(s)/Descriptor(s). There must be at least two reports of classroom observation, at least one of which must be from the principal/supervisor or delegate.

These observation reports may be compiled using the existing observation frameworks, tools and templates in the teacher's school/system. If the existing observation frameworks, tools or templates don't reference the Standards, the applicant must annotate the observation report to refer to and show a link to the Standard(s)/Descriptor(s).

The observation reports are included as artefacts submitted by the teacher.

Each observation report must include:

- > a clear link to the Standard(s)/Descriptor(s) and aspects of practice being focused on (this could be part of the annotation provided by the applicant)
- > a description of behaviour observed by the observer
- > evaluative comments by the observer regarding the teacher's classroom practice.

The applicant should ensure the context in which the observation took place is explicit and that the assessor has information about the learning intentions and outcomes.

2. Teacher reflection on the direct evidence

2.A Written statement addressing the Standards

The applicant will submit a short written statement addressing the Standards, which includes:

- > an overview of the teacher's context and background to the evidence
- > key features of the collection of evidence, making reference to annotated artefacts
- > a summary of their major strengths as a teacher against each domain of the Standards, Professional Knowledge, Professional Practice and Professional Engagement.

The written statement is included in the collection of evidence and is in addition to the annotated artefacts. Reference will be made to the annotated artefacts in the collection of evidence that support the written statement.

The written statement will be no more than three, single sided A4 pages in length or the equivalent where submitted online.

2.B. Written description of a Lead initiative

Teachers applying for the Lead career stage are also required to include a description of their lead initiative as an integral component of their collection of evidence. This will be in the form of a short description of an initiative the applicant has led within the school or across schools. This will be an initiative implemented over a period of time that was designed to build the capacity of colleagues. The teacher must have had a lead role in the implementation of the initiative to enable them to meet the requirements for the Lead career stage.

→ The Lead initiative must:

- > be implemented over a minimum of 6 months
- > be linked to school and/or system initiatives
- > demonstrate the applicant's leadership in design and/or implementation, evaluation and review
- > demonstrate evidence of impact on colleagues' knowledge, practice and/or engagement.

The initiative must be sustainable and demonstrate positive impact overtime. The initiative can be a delegated task where the teacher has led the design and implementation. The Lead initiative can be demonstrated by teachers who hold formal leadership positions as well as by full time classroom teachers. The description will outline the teacher's individual contribution in the Lead initiative.

The written description of the Lead initiative is included in the collection of evidence and is in addition to the annotated artefacts. Reference will be made to the annotated artefacts in the collection of evidence that demonstrate the Lead initiative.

The description of the Lead initiative will be no more than two, single sided A4 pages in length or the equivalent where submitted online.

Referee statements

At Stage 1, applicants must nominate referees who are able to verify the practice described in the direct evidence and evaluate the teacher's practice against specific Standards/Descriptors of which they have direct knowledge. The current principal/supervisor or delegate must be a referee. If the applicant is in a new position their previous principal/supervisor's details must also be provided.

Referees may include but are not limited to classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff.

Referees will have direct knowledge of the applicant's practice and the evidence they have provided. Applicants will state which Standards/Descriptors each referee can provide evidence against. Those referees, including the principal/supervisor, who have provided observation reports, will refer to the observation in their statement.

Applicants will provide three to five referees, of which at least two including the principal/supervisor will be contacted by the assessors. Referees' verbal comments will be documented. At the Lead career stage, at least one referee must have knowledge of the applicant's practice within or across school initiative led by the applicant.

Further information regarding the responsibilities of referees is outlined in the roles and responsibilities section.

Assessment Stage 1

Decision making

Applicants' achievements against the Standards will be determined through an independent assessment of evidence by two assessors external to the school/setting of the applicant.

The Stage 1 evidence will be assessed individually by two assessors, who will confer, contact at least two referees and come to an assessment decision. If they cannot reach an agreement a third assessor will assist.

Assessment will be at the level of the seven Standards. Assessors will make an on-balance judgement about whether there is sufficient evidence that each Standard has been demonstrated, based on the evidence provided which takes account of each Descriptor within that Standard. Applicants who do not provide sufficient evidence of meeting any of the seven Standards will not proceed to Stage 2.

Unsuccessful applications for Stage 1 as a Lead teacher are not automatically considered for Highly Accomplished status. Where an unsuccessful applicant for Lead teacher chooses to apply for certification as a Highly Accomplished teacher they may use substantially the same evidence, but the evidence will need to be annotated to demonstrate achievement of the Standards/Descriptors at the Highly Accomplished career stage, and the written statement adjusted accordingly. Such applicants should resubmit their amended application using the same process for the original application. The resubmission should be completed within four weeks.

Feedback

Applicants will receive a written report from their sector including feedback at the end of Stage 1:

- for unsuccessful applicants, feedback will provide detail regarding strengths and what areas require further improvement
- for applicants progressing to Stage 2, feedback may identify areas of focus for the site visit.

Reports will be collaboratively written by two external assessors from the applicant's sector.

Further information on the site visit, and the applicant's responsibility for structuring it, are in the following section.



Direct assessment of teacher practice onsite by an external assessor

Stage 2 consists of direct observation of the applicant's practice and discussion with the applicant and with his/her supervisor, and other colleagues as negotiated by an external assessor. Stage 2 provides additional evidence to inform a final judgement as to whether an applicant meets the Standards, and allows the applicant to reflect on and demonstrate deep understanding of the evidence presented during Stage 1 and its impact on teaching and learning. The additional evidence is provided through the onsite observations and professional discussion.

The Stage 2 direct assessment of practice onsite by an external assessor includes:

1. observation of practice
2. professional discussion with applicant
3. discussion with the principal/supervisor, and with other colleagues as negotiated and nominated by the applicant.

Site visit

Following successful completion of Stage 1, there will be contact between the applicant and one of the assessors involved in Stage 1 about what areas within the Standards will be the focus of the site visit. These suggested areas may also be outlined in the Stage 1 report. While the site visit will provide additional evidence against a range of Standards, the applicant should keep in mind these suggested areas and structure the site visit to ensure they are evidenced. The applicant will then take responsibility for structuring the site visit to allow observation of these agreed priority areas.

The date of the site visit will be negotiated between the applicant and the assessor. The applicant will be required to take a lead in the planning and management of all aspects of the site visit. It is

important that the applicant develop and plan the structure of the visit and the observation, with both the principal/supervisor and the external assessor prior to the site visit.

Following the contact between the assessor and the applicant, the applicant will construct a program for a site visit. The visit is expected to be undertaken within one day and must include:

- > pre-observation discussion led by the teacher about what is to be observed, which Standards/Descriptors will be demonstrated, the context and background of the observation (*Information specific to states/territories may be available, please refer to your state/territory certifying authority for further information*)
- > observation of classroom practice which involves the applicant teaching more than one lesson, for example one session/two periods (or equivalent)
- > discussion with the principal/supervisor to further explore the performance of the applicant against the Standard(s)/Descriptor(s)
- > professional discussion with the applicant of up to one hour in length to:
 - debrief and reflect on the observation
 - explore the evidence provided in Stage 1 in further depth
 - respond to questions.

The site visit may also include an observation of other activities within the school to demonstrate achievement of the Standards/Descriptors. This will be negotiated between the applicant and the assessor but is not compulsory.

Observation of practice

It is essential to set aside time before the classroom observations for the applicant and the external assessor to discuss the plan for the observation. Time is also required following the classroom observation for reflection and discussion. Each of these is further detailed below.

Pre-observation discussion: The pre-observation discussion will enable the applicant to set the scene and present the context of what will be observed.

Teaching material, including formal planning documentation and resources, are required to be made available to the assessor for the pre-observation discussion, to provide a complete picture about where lessons to be observed fit within the teacher's practice.

While each of the seven Standards must be addressed in Stage 1, there are only some of the Standards that can be evidenced through direct observation in the classroom. This has implications for what can be the focus during the classroom observation. The teacher will discuss and provide evidence on the focus of the lesson and what Standards/Descriptors will be demonstrated.

Observation of classroom practice: applicants will need to teach more than a single lesson, for example one session/two periods or the equivalent of this timeframe. The assessor will also observe students and discuss the work they are undertaking during the observation. The assessor's discussions with students will focus on their learning during the observation.

The assessor will use the observation framework based on the *Australian Professional Standards for Teachers* to gather evidence to assist in determining whether the teacher meets the relevant Standards.

Observation of other teacher activities: Observation of other activities within the school are not compulsory, however they may be negotiated between the applicant and assessor, particularly for the Lead career stage. For example, these may include observation of working with colleagues. Applicants at the Highly Accomplished career stage may also wish to negotiate an observation of other teacher activities.

2. Professional discussion with applicant

In addition to the pre-observation discussion, the assessor will undertake a professional discussion with the applicant of up to one hour in length. The applicant will be required to:

- > debrief and reflect on the observation
- > explore the evidence provided in Stage 1 in further depth
- > respond to assessor questions.

The applicant will provide a copy of, and refer to, the collection of evidence submitted at Stage 1 during the site visit.

Discussion with colleagues/others

During the site visit at Stage 2 of the assessment, it is a requirement that the assessor meet with the principal/supervisor to seek evaluative comments and further explore the performance of the applicant against the Standards. This interview will take approximately 30 minutes.

The applicant may nominate colleagues or other people with knowledge of the applicant's practice to meet with the assessor during the visit to provide verification of the teacher's evidence presented during Stage 2 of the assessment. No more than three colleagues or others may be nominated at Stage 2, inclusive of the principal/supervisor. These may be different to the referees nominated at Stage 1.

The assessor will endeavor to meet with all colleagues and others nominated by the applicant. Assessors may request to seek evaluative comments from colleagues not nominated but this must be negotiated with and agreed to by the applicant.

People involved in these discussions may include but are not limited to classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff. They must have direct knowledge of the applicant's practice and the evidence they have provided. Applicants will state which Standard(s)/Descriptor(s) each person can provide evidence against.

Assessment Stage 2: Decision making

Following the site visit, the assessor who conducted the visit will document the evidence provided during the site visit and submit this to a second assessor. This should be the same assessor who was involved in Stage 1. They will arrive at a decision on whether the applicant meets all seven Standards at the relevant career stage, based on all the evidence provided against the Standards at Stage 1 and Stage 2.

Again, a third assessor may be involved where the first two are unable to reach a decision. A further site visit may be held at the instigation of the assessors where evidence remains inconclusive or insufficient.



Certification decision

Assessors will make the final assessment and recommendation to the SATCC based on the assessment of all evidence provided against the Standards at Stage 1 and Stage 2. The recommendations and application material will be forwarded to SATCC through the relevant sector nominee.

The SATCC will endorse/decline the recommendation of the external assessors. This decision will be based on the certification assessment meeting the requirements of the certification process. On confirming a recommendation in favour of certification, the SATCC will formally certify the teacher.

Unsuccessful applications for certification as a Lead teacher are not automatically considered for Highly Accomplished status. Where an unsuccessful application for Lead teacher chooses to apply for certification as a Highly Accomplished teacher they may use substantially the same evidence, but the evidence will need to be annotated to demonstrate achievement of the Standards at the Highly Accomplished career stage, and the written statement adjusted accordingly. The amended application should then be re submitted using the process within 4 weeks.

The SATCC, after endorsing the assessor's recommendation will inform the sector and return all application material to the sector. The sector will provide successful and unsuccessful applicants with a copy of the assessment against the Standards and notification of the recommendation. The applicant's principal will also be informed of the outcome of the assessment process.

Review of the Assessment Process

1. The SA Teacher Certification Committee (SATCC) delegates responsibility for undertaking reviews to the schooling sectors with the requirement that any review of the certification process is conducted according to the following guidance.
2. The SATCC has determined that applicants for certification at Highly Accomplished and Lead teacher may request a review of the assessment process. Requests for review are limited to the assessment process that may have affected the outcome of the process. The review does not include a review of the outcome of the assessment or of assessments of other applicants.
3. When notified of the assessment outcome, the applicant may request a copy of the report of their assessment.
4. Applicants must lodge a written request for a review within seven calendar days of being notified of the outcome of the assessment process.
5. The request for review must provide a clear description of the alleged irregularity, how the alleged irregularity influenced the outcome and evidence to support the allegations.
6. Requests for review must be lodged with the designated officer in each sector.
7. Reviews are investigated by an officer(s) independent of the certification process
8. Reviews are dealt with promptly, seriously, confidentially and without bias.
9. Where a review finds a serious irregularity in the assessment process, the reviewer(s) will recommend remedial action to the relevant sector.
10. Reviews are treated as a learning experience for the sectors and the experience gained from the review process will be used to identify any changes necessary to improve practice at the sector level. The SATCC may request reports from the sectors about the number and nature of any reviews in order to determine improvements to the administration of the certification process.

Support materials

The Guide is complemented by a range of materials to support implementation of national certification including:

- Documentary evidence supplements
 - Highly Accomplished career stage
 - Lead career stage
- Self-Assessment Tool
- Observation framework based on the Australian Professional Standards for Teachers
- Annotated collections of evidence
- Communities of practice
- Assessor training program.

Documentary evidence supplements

The Documentary evidence supplements for the Highly Accomplished and Lead career stages provide further detail and information regarding evidencing for Stage 1 of the certification process. The Documentary evidence supplements can be found on the AITSL website. The supplements contain:

- a summary of categories and types of evidence that could be used
- detailed examples of evidence that could be used to demonstrate achievement of each Descriptor of the Standards at the Highly Accomplished and Lead career stages.

An evidence mapping template is included to assist applicants in structuring their collection of evidence to ensure that it demonstrates all Standards and accounts for all Descriptors.

Self-Assessment Tool (SAT)

It is strongly recommended that teachers undertake a self-assessment prior to commencing an application for certification. An online SAT is available on the AITSL website. This SAT is based on the *Australian Professional Standards for Teachers* and supports the implementation of national certification. The SAT can assist teachers to reflect on their practice, explore evidencing requirements and assess their readiness to apply for certification.

The SAT does not predict a teacher's likelihood of success in achieving certification.

Observation framework

Classroom practice is a major source of evidence for studying how teachers teach, determining what highly effective teachers do in the classroom that distinguishes their practice from proficient teachers. As such it is integral to the *Australian Professional Standards for Teachers and Certification of Highly Accomplished and Lead Teachers in Australia*. To support observation of teaching in Australia, AITSL is developing an observation framework based on the *Australian Professional Standards for Teachers*. External observations provide an opportunity for independent review of a teacher's practice to support consistency of judgements made against the Standards.

Stage 1 – two classroom observation reports by staff within the school are required. One must be completed by the applicant's principal/supervisor. These can use existing observation frameworks and tools that the school or system currently utilises as long as these are annotated to demonstrate achievement of the Standards/Descriptors.

Stage 2 – requires an on-site visit by a trained external assessor which involves direct observation of the applicant's practice. The observation framework based on the *Australian Professional Standards for Teachers* will be used in this assessment.

Annotated collections of evidence

On the AITSL website applicants can find examples of annotated collections of teachers' evidence from a broad range of contexts. These examples are a further resource which may assist applicants in developing their collections of evidence in application for certification.

Communities of practice

An online community of practice has been established on the AITSL website. The site provides information, resources, discussion forums and support to applicants and assessors. This site provides a space which enables educators to engage in important exchanges relevant to certification.

In addition, the web pages will generate interest in the certification of Highly Accomplished and Lead teachers by allowing administrators to post stimulus materials and users to post comments and engage in associated online discussions.

Assessor training program

Each sector will appoint assessors who will be trained by SATCC using a national training program developed by AITSL. Comprehensive national training consists of three modules with a dual modal presentation including online Learning Management System components and face-to-face training sessions. The online components of the training are available on the AITSL website. The Assessor Training Program will provide the skills and knowledge necessary for prospective assessors to fulfill the role of certification assessor as outlined in the *Certification of Highly Accomplished and Lead Teachers in Australia*.

As a result of undertaking the training program, potential certification assessors will:

- develop a comprehensive understanding of the *Australian Professional Standards for Teachers* with specific knowledge of the Highly Accomplished and Lead teacher Standards
- develop an understanding of the certification process, and in particular of the role of assessors
- be capable of engaging in the certification process and making valid and consistent judgements when assessing an applicant's evidence against the Highly Accomplished and Lead teacher Standards
- be capable of undertaking classroom observations of applicants and reporting their findings using the appropriate, framework, tools and pro-formas
- be able to engage in effective communications to work with teachers and in schools, with fellow assessors, principals and referees, and produce the required reports.

Roles and responsibilities

The certification process involves a number of defined roles and responsibilities which are outlined below.

Applicant

The applicant has a role in each of the stages of the certification process. The responsibilities of the applicant at each stage are outlined below.

Pre-assessment

- assessing eligibility to apply for certification – please refer to the eligibility requirements on [page 10](#)
- having a professional discussion with the principal/supervisor or delegate regarding readiness to apply for certification and/or what additional preparation is needed before applying for certification. Whilst obtaining the endorsement from the principal/supervisor or delegate is not mandatory it is highly recommended
- undertaking a self-assessment of their readiness to apply for certification. This can be done by using the Self-Assessment Tool available on the AITSL website. While this self-assessment is not compulsory it is highly recommended.

Assessment Stage 1

- providing evidence of performance that improves teaching and learning at the Highly Accomplished or Lead career stages of the *Australian Professional Standards for Teachers*
- providing effectively annotated artefacts (please refer to the Documentary evidence supplement for further detail)
- providing at least two classroom observation reports of the applicant's practice, at least one of which must be by the principal/supervisor or delegate
- preparing a written statement addressing the Standards-further detail can be found on [page 12](#)
- providing a written description of the Lead teacher initiative (if an applicant at the Lead career stage) which references annotated artefacts
- nominating and providing details, and the written statements of three to five referees including the principal/supervisor and the

Standard(s)/Descriptor(s) on which each referee can comment

- providing the nominated referees with copies of the relevant evidence and the Standards/Descriptors on which they will be asked to comment.

Assessment Stage 2

- structuring the site visit that contains all of the required observations, discussions with colleagues and others and professional discussions as outlined on [page 18](#)
- prior to the site visit, determining the areas of the Standards that will be the focus of the site visit with the assessor
- structuring the site visit to allow collection of evidence on these agreed areas
- ensuring all appropriate documentation, including the collection of evidence are available.

Assessor

There are always two assessors involved in the certification process. Where possible these two assessors will be the same for Stage 1 and Stage 2 of the certification process. If the two assessors cannot reach agreement, then a third assessor will become involved in the certification process.

Assessment Stage 1

Assessors are responsible for:

- completing an individual, independent assessment of the evidence submitted by the applicant against the Standards at the relevant career stage and in the applicant's context
- conferring and moderating with the teamed assessor to assess the evidence and determine the focus and questions for referee contact
- contacting at least two referees one of whom is the principal/supervisor or delegate for evaluative statements on the applicant's evidence and practice
- reaching an agreement on the Stage 1 decision, based on whether the evidence presented by the applicant has provided sufficient evidence of on-balance achievement of each of the Standards, whilst taking account of each Descriptor
- providing feedback:
 - for unsuccessful applicants, feedback will provide detail regarding strengths and what areas require further improvement
 - for applicants progressing to Stage 2, feedback may identify areas of focus for the site visit.

Assessment Stage 2

Only one of the assessors will undertake a site visit.

That assessor will be responsible for:

- contacting the applicant to determine the areas within the Standards that will be the focus of the site visit
- conducting the onsite visit providing the second assessor with feedback and any documentary evidence they obtained during the site visit
- communicating with the second assessor and the responsible sector officer and the applicant regarding a further site visit if required where evidence remains inconclusive or insufficient.

Decision making

The two assessors make the final assessment and recommendation to the SATCC based on the assessment of all evidence provided against the Standards at Stage 1 and Stage 2 evidence.

Principal

Principal in this document is defined as the equivalent position to site leader in early childhood and other settings. There will be situations where a principal or equivalent is not available to fulfill the role outlined in this process. For example in the case where an applicant is a teaching principal the applicant should seek support from a senior person who is in a position to comment authoritatively on the applicant's teaching.

The principal/supervisor may delegate their responsibilities to a Deputy/Assistant Principal or equivalent member of the senior leadership team of the school/setting who has significant knowledge of the applicant's practice.

The principal is responsible for:

Pre-assessment

- engaging in a professional discussion with the applicant based on the Standards regarding their readiness for applying for certification.

Assessment Stage 1

- providing a report on an observation of the applicant's practice
- providing verbal and written references for the applicant to verify the practice described in the direct evidence and evaluate the teacher's practice against specific Standards/Descriptors of which they have direct knowledge.

Assessment Stage 2

- engaging in a professional discussion with the external assessor during the site visit to further explore the performance of the applicant against the Standards/Descriptors.

These responsibilities can predominantly be undertaken as part of the school's regular performance and development process.

Referee

Referees will have direct knowledge of the applicant's practice and the evidence they have provided against nominated Standards/Descriptors. Referees may include but are not limited to classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff, and must include the principal/supervisor or delegate.

The referee is responsible for:

Assessment Stage 1

- providing evaluative statements
- verifying (or not) the practice described in the direct evidence and evaluate the teacher's practice against specific Standards/Descriptors of which they have direct knowledge
- discussing their observation of the teacher's practice if they have provided an observation report.

SA Teacher Certification Committee

SATCC is responsible to ensure the South Australian schooling sectors meet the requirements for assessment and certification of Highly Accomplished and Lead teacher career stages.

Functions of the SA Teacher Certification Committee

The functions of the SA Teacher Certification Committee are:

- to consider and make determinations on recommendations from the schooling sectors on awarding Highly Accomplished and Lead Teacher status
- to ensure the implementation of processes for assessment and certification includes the elements required by the National Education Reform Agreement; training for assessors, information dissemination to potential applicants, measures to support Aboriginal teachers and teachers in rural and remote areas
- to monitor and moderate assessment and recommendation processes of the schooling sectors including regular auditing of evidence submitted
- to participate in evaluation, review and improvement of certification processes as initiated by the Commonwealth through AITSL
- to establish protocols or guides as required for the operation of the certification process

SA schooling sectors

Each of the schooling sectors is responsible for:

- Implementing a structure and nationally consistent process for assessing teachers' practice for the purposes of certification
- Reporting data as requested by SATCC and on behalf of the Commonwealth
- Providing recommendations to SATCC in respect of the received applications for certification
- Providing samples of evidence of teachers' practice to SATCC for auditing
- Implementing a review of their assessment process as determined by SATCC
- Managing all communication at all stages of the assessment process with the applicant.

Australian Institute for Teaching and School Leadership

AITSL is responsible for:

- establishing, reviewing and maintaining the *Australian Professional Standards for Teachers*, the certification process and supplementary materials
- providing support materials for nationally consistent training of assessors and jurisdictional officers
- developing materials to support implementation
- developing information packages to enhance understanding and promote voluntary certification
- maintaining summary data on the certification of Highly Accomplished and Lead teachers and providing to the Department of Education, Employment and Workplace Relations (DEEWR)
- establishing links with relevant bodies for provision of data and information relating to the implementation of nationally consistent processes for certification
- reviewing nationally consistent certification and working with jurisdictions to implement improvements
- reporting annually to the Ministerial Council on the implementation of nationally consistent processes for the certification of Highly Accomplished and Lead teachers.

Renewal of Certification

Certification will be granted for a fixed period of five years. Details of the renewal process will be developed and communicated to certified teachers well before they are due to renew their certification.

Certification of Highly Accomplished and Lead Teachers in Australia Process for applicants Flow Chart

Certification of Highly Accomplished and Lead Teachers in Australia:

- helps to achieve the student learning goals of the Melbourne Declaration on Educational Goals for Young Australians and the National Partnership on Improving Teacher Quality and has three primary purposes:
 - to recognise and promote quality teaching
 - to provide opportunity for teachers to reflect on their practice
 - to provide a reliable indication of quality teaching

Pre-Assessment: Eligibility, self-assessment and professional discussion

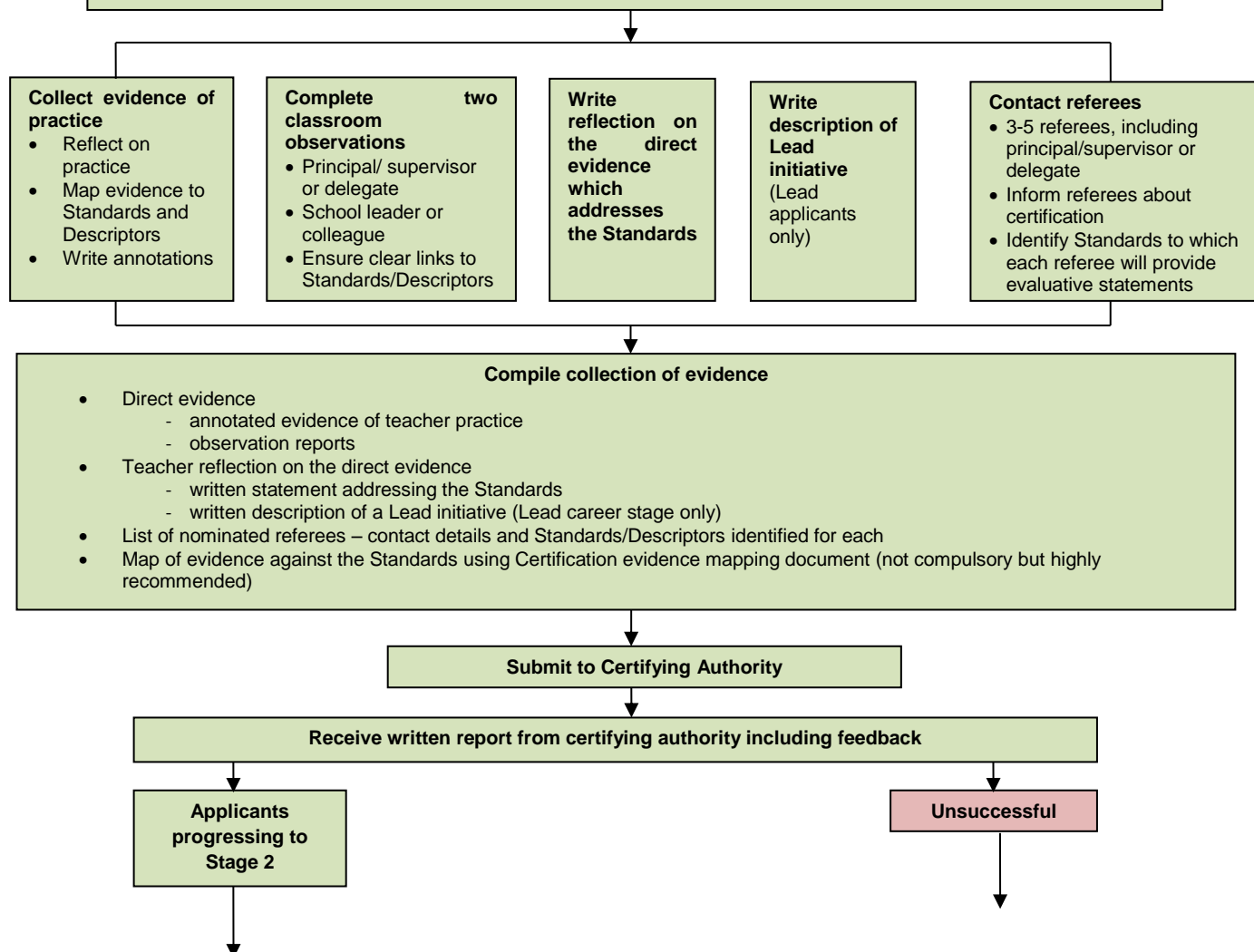
Refer to pages 8-9 of the Guide to the Certification of Highly Accomplished and Lead Teachers in Australia

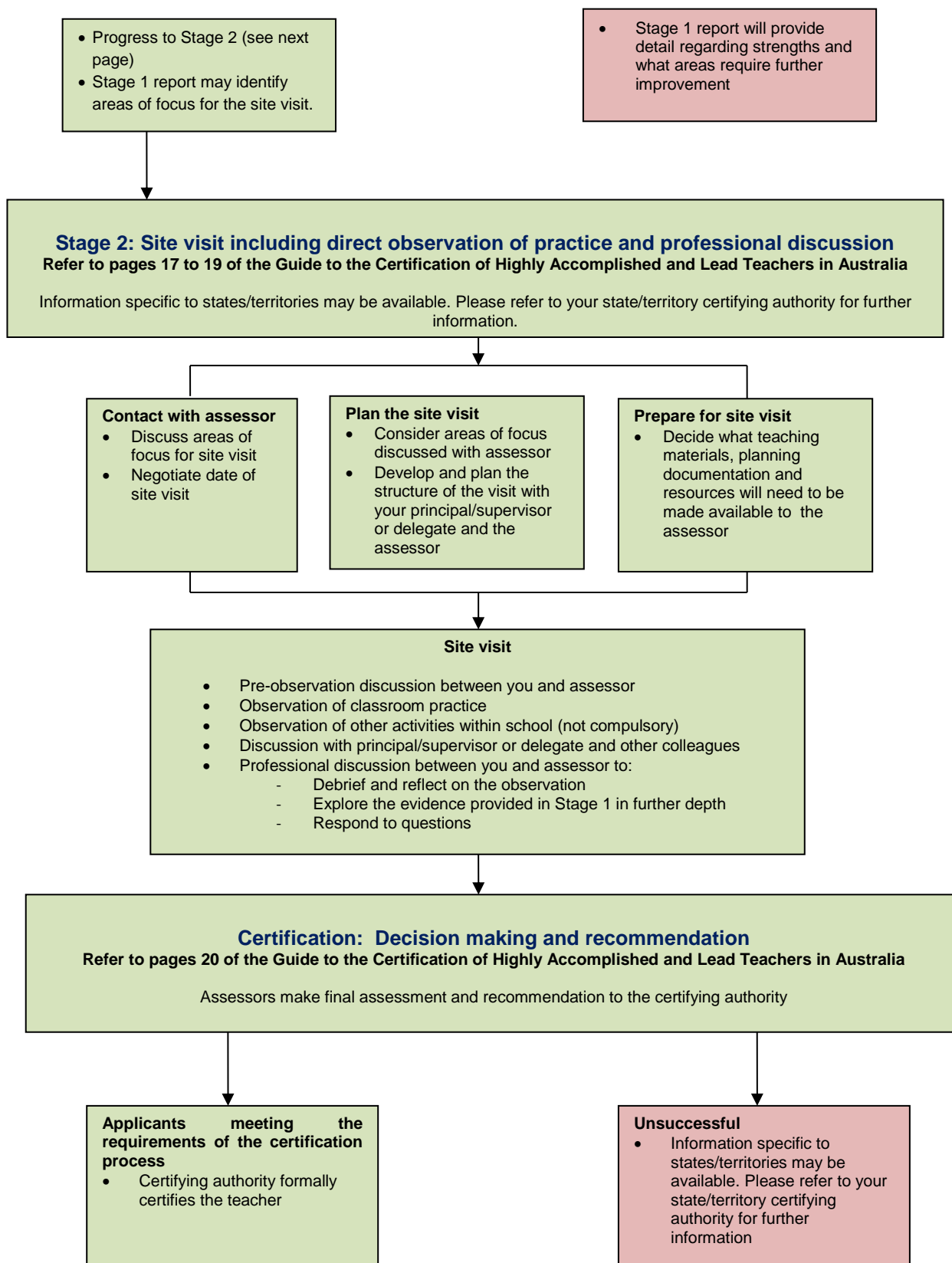
- Check eligibility requirements
- Undertake self-assessment (recommended). Online self-assessment tool is available.
- Conduct professional discussion with principal/supervisor or delegate

Stage 1: Submission of evidence, decision making and feedback

Refer to pages 11 to 16 of the Guide to the Certification of Highly Accomplished and Lead Teachers in Australia

'Collectively, each of the seven Standards must be addressed by at least two pieces of evidence, and each of the descriptors at the relevant career stage will be accounted for at least once.'





Glossary and definitions

Annotation

Effective commentary that enables an applicant to demonstrate how each artefact they have submitted addresses the Standards.

Annual performance assessment

Annual performance assessments may be those conducted using the current school/system processes where these exist and are not required in a specific format. It is recognised that currently some schools may not have these processes, or the circumstances of teachers mean they have not received an assessment. In these cases, the referees will provide evidence of past performance. As the *Australian Teacher Performance and Development Framework* is implemented across Australia the specific requirements of an annual performance assessment outlined will need to be met.

Artefact

An individual piece of evidence and/or linked extracts which demonstrates a teacher's achievement against one or more Descriptors. For example a lesson plan, an observation report or a letter to parents. Not all artefacts need to be part of an evidence set.

Assessor

Trained assessors external to the school/setting of the applicant are nominated by the certifying authority to assess the certification application following the common national process.

Certifying authority

In South Australia, there will be one body with oversight of the certification process referred to as the South Australian Teacher Certification Committee (SATCC).

Collection of evidence

The collection of evidence is the entire submission of evidence for Stage 1 assessment. This is annotated evidence which demonstrates the impact of the applicant's practice, observation reports, a written statement addressing the Standards and a written description of a Lead initiative (for Lead applicants) which, when presented together, form evidence of a teacher's practice against all Descriptors within the seven Standards at the relevant career stage.

A collection of evidence comprises stand-alone artefacts and/or sets of annotated artefacts. Examination of quality collections of evidence indicates that the Standards can be effectively demonstrated in approximately 35 artefacts or fewer.

Assembling and structuring the collection of evidence is the responsibility of the applicant. However, assessors will be looking for well chosen, high quality artefacts that effectively and concisely demonstrate achievement of the Standards, rather than a large number of artefacts. The written statement addressing the Standards and the description of a Lead initiative (for Lead applicants) are in addition to the artefacts.

Referee statements and/or discussions verify the practice described in the direct evidence and evaluate the teacher's practice against specific Standards/Descriptors. These referee statements are additional to the artefacts that provide direct evidence of the Standards/Descriptors.

Delegate

A delegate is nominated by the principal/supervisor. The delegate may be the Deputy/Assistant Principal or equivalent member of the senior leadership team of the school/setting who have significant knowledge of the applicant's practice.

Evidence set

A group of artefacts (pieces of evidence) related by a general theme (e.g. unit of work, curriculum area or professional learning program). For example a unit plan which is combined with an assessment rubric, student feedback and student data. Applicants may choose whether or not to link their artefacts into 'sets'.

Full registration

In South Australia full registration is registration as a teacher with the Teachers Registration Board.

Portable

Certification will be portable, allowing teachers to maintain their status as a Highly Accomplished or Lead teacher if they move between jurisdictions and sectors. This does not mean that any industrial arrangements attached to certification, such as a particular rate of pay, are automatically transferable. The way in which certified teachers are recognised or rewarded is an employment matter.

Principal

A principal is the person designated by the employing authority as being primarily responsible for the overall control and administration of the school. There will be situations where a principal or

equivalent is not available to fulfill the role outlined for the principal in this process, for example in the case where an applicant is a teaching principal. In this situation, the applicant should seek support from a senior person who is in a position to comment authoritatively on the applicant's teaching.

Referees

Referees may include but are not limited to classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff. Referees nominated by the applicant are required to verify the practice described in the direct evidence and evaluate the teacher's practice against specific Standards/Descriptors where they have direct knowledge of the applicant's practice.

Setting

Setting is used inclusively to refer to early childhood provision, including long day care and preschools and kindergarten, as well as other settings where teachers work.

School

School is used inclusively to refer to Australian primary and secondary schools, and other educational settings where teacher registration applies.

Student outcomes

Broadly defined and includes student learning, engagement in learning and wellbeing.

Summary data

Data that will be collected and available to certifying authorities, AITSL and reported to the Ministerial Council will include but is not limited to: name, gender, work location, certification decision, career stage applied/achieved and year certified. Certifying authorities may choose to collect more detailed data to allow for an in-depth analysis.

Supervisor

The Supervisor is the person taking responsibility for day-to-day management of the teacher and assessing their performance. Supervisor includes the equivalent position to principal in early childhood settings. There will be situations where a supervisor is not available to fulfill the role outlined in this process, for example in the case where an applicant's supervisor is the manager of a centre and does not have an education background. In this situation, the applicant should seek support from a senior person who is in a position to comment authoritatively on the applicant's teaching.

APPENDIX A: Australian Professional Standards for Teachers

Highly Accomplished and Lead career stages only.

Standard 1

Know students and how they learn

Descriptor at career stage			
Focus area		Highly Accomplished	Lead
Physical, social and intellectual development and characteristics of students	1.1	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	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.
Understand how students learn	1.2	Expand understanding of how students learn using research and workplace knowledge	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	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.	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.
Strategies for teaching Aboriginal and Torres Strait Islander students	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.	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.
Differentiate teaching to meet the specific learning needs of students across the full range of abilities	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.	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.
Strategies to support full participation of students with disability	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.	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.

Standard 2

Know content and how to teach it

Descriptor at career stage			
Focus area		Highly Accomplished	Lead
Content and teaching strategies of the teaching area	2.1	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	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.
Content selection and organisation	2.2	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.
Curriculum, assessment and reporting	2.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.
Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	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.	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.
Literacy and numeracy strategies	2.5	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	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.
Information and Communication Technology (ICT)	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.	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.

Standard 3

Plan for an implement effective teaching and learning

Descriptor at career stage			
Focus area		Highly Accomplished	Lead
Establish challenging learning goals	3.1	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
Plan, structure and sequence learning programs	3.2	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	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.
Use teaching strategies	3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	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.
Select and use resources	3.4	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.
Use effective classroom communication	3.5	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
Evaluate and improve teaching programs	3.6	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	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.
Engage parents/carers in the educative process	3.7	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

Standard 4

Create and maintain supportive and safe learning environments

Descriptor at career stage			
Focus area		Highly Accomplished	Lead
Support student participation	4.1	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	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.
Manage classroom activities	4.2	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
Manage challenging behaviour	4.3	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.
Maintain student safety	4.4	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety.	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.
Use ICT safely, responsibly and ethically	4.5	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5

Assess, provide feedback and report on student learning

Descriptor at career stage			
Focus area		Highly Accomplished	Lead
Assess student learning	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.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
Provide feedback to students on their learning	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.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
Make consistent and comparable judgements	5.3	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.
Interpret student data	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.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
Report on student achievement	5.5	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Standard 6

Engage in professional learning

Descriptor at career stage			
Focus area		Highly Accomplished	Lead
Identify and plan professional learning needs	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.	Use comprehensive knowledge of the Australian 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.
Engage in professional learning and improve 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.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
Engage with colleagues and improve practice	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.	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.
Apply professional learning and improve student learning	6.4	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Standard 7

Engage professionally with colleagues, parents/carers and the community

Descriptor at career stage			
Focus area		Highly accomplished	Lead
Meet professional ethics and responsibilities	7.1	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
Comply with legislative, administrative and organisational requirements	7.2	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	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.
Engage with the parents/carers	7.3	Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.	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.
Engage with professional teaching networks and broader communities	7.4	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

APPENDIX B: Sector Specific Information



The application process, timeline and specific documentation are available at

<http://www.cesa.catholic.edu.au/working-with-us/national-standards>

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Published July 2013
