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Referee verification form

This form is to be completed by the applicant and their chosen referees (including the principal/supervisor or their delegate) and included in the Stage 1 application.

**Applicant details**

|  |  |
| --- | --- |
| Applicant name |  |
| School and teaching role |  |
| Career stage applied for |  |

**Principal delegation (if applicable)**

Refer to the *Guidelines – Certification application referees* for more information about referee delegation.

|  |  |
| --- | --- |
| I hereby delegate my responsibilities in the teacher certification process for this applicant to: | |
| Delegate name |  |
| Position |  |
| Phone |  |
| Email |  |
| Signature: | |
| Principal |  |
| Delegate |  |

**Part 1 – Affirmed descriptors**

By verifying each listed descriptor, providing a comment, and signing this form, the referee indicates that they have direct, first-hand knowledge of the applicant’s practice. Any referee may contribute to this section.

Up to 10 descriptors may be included. If fully verified with a comment, certification assessors will deem descriptors in this section as demonstrated, with no additional direct evidence from the applicant required in the application.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Standard descriptor | Verified | Details of applicant’s practice and impact (mandatory comment) | Referee name | Referee position | Referee email and phone | Referee signature |
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**Part 2 – Verified evidence**

By verifying each listed descriptor and signing this form, the referee indicates that they have direct, first-hand knowledge of the applicant’s practice and can provide specific comments if contacted by a certification assessor. The principal/supervisor or their delegate must also sign to confirm the working relationship and expertise of each referee.

(Add rows to tables as required).

Referee 1 - principal/supervisor or delegate:

|  |  |
| --- | --- |
| Name, role, email, and phone |  |

|  |  |  |
| --- | --- | --- |
| Application evidence (artefact name/number) | Verified | Standard descriptor |
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Referee signature: Dated: 

Referee 2:

|  |  |
| --- | --- |
| Name, role, email, and phone |  |

|  |  |  |
| --- | --- | --- |
| Application evidence (artefact name/number) | Verified | Standard descriptor |
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Referee signature: Dated:

Referee 3:

|  |  |
| --- | --- |
| Name, role, email, and phone |  |

|  |  |  |
| --- | --- | --- |
| Application evidence (artefact name/number) | Verified | Standard descriptor |
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Referee signature: Dated:

Referee 4:

|  |  |
| --- | --- |
| Name, role, email, and phone |  |

|  |  |  |
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| Application evidence (artefact name/number) | Verified | Standard descriptor |
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Referee signature: Dated:

Referee 5:

|  |  |
| --- | --- |
| Name, role, email, and phone |  |

|  |  |  |
| --- | --- | --- |
| Application evidence (artefact name/number) | Verified | Standard descriptor |
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Referee signature: Dated:

**Principal/delegate confirmation:**

I confirm that I am aware of the working relationship between these referees and the applicant and that the referee/s possess the necessary professional knowledge of the applicant’s practice to verify the selected Standard descriptors.

Principal/delegate signature: Dated:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Standard 1:**  **Know the students and how they learn** | **Standard 2:**  **Know the content and how to teach it** | **Standard 3:**  **Plan for and implement effective teaching and learning** | **Standard 4:**  **Assess, provide feedback and report on student learning** | **Standard 5:**  **Assess, provide feedback and report on student learning** | **Standard 6:**  **Engage in professional learning** | **Standard 7:**  **Engage professionally with colleagues, parents/carers and the community** |
| 1.1 Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. | 2.1 Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs. | 3.1 Develop a culture of high expectations for all students by modelling and setting challenging learning goals. | 4.1 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. | 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. | 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. | 7.1 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. |
| 1.2 Expand understanding of how students learn using research and workplace knowledge. | 2.2 Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. | 3.2 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage 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 | 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. | 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. | 7.2 Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. |
| 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. | 2.3 Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum,  assessment and reporting requirements. | 3.3 Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | 4.3 Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. | 5.3 Organise assessment moderation activities that support consistent and comparable judgements of student learning. | 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. | 7.3 Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing. |
| 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. | 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. | 3.4 Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. | 4.4 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety. | 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. | 6.4 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. | 7.4 Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. |
| 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. | 2.5 Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement. | 3.5 Assist colleagues to select a wide range of verbal and non- verbal communication strategies to support students’ understanding, engagement and achievement. | 4.5 Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. | 5.5 Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement. |  | |
| 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. | 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. | 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. |