QUEENSLAND COLLEGE OF TEACHERS

Highly Accomplished Teacher

EVIDENCE SAMPLE 1

Evidence samples

Evidence samples are being provided by the QCT to support applicants' understanding of selected descriptors from the Australian Professional Standards for Teachers (APST). It is critical for applicants for Certification as Highly Accomplished and Lead teachers to have a detailed understanding of the descriptors to allow them to demonstrate the required practice at the relevant career stage.

This detailed understanding also includes being able to identify the parts of individual descriptors that require their 'direct action'. Direct action refers to the verbs in the descriptors that require applicants to demonstrate the practice at the relevant career stage e.g. support and work with colleagues (HAT), lead initiatives and lead colleagues (LT).

QCT evidence samples include explanations from nationally trained assessors as to how an applicant's artefacts demonstrate their direct action to evidence all elements or parts of selected descriptors at their career stage.

This evidence sample has been taken from a Highly Accomplished teacher's portfolio and includes descriptors that have been assessed as '*Fully evidenced*' and a descriptor that has been '*Partially evidenced*'.

For a descriptor to be assessed as Fully evidenced all parts of the descriptor must be demonstrated through direct evidence. Descriptors assessed as Partially evidenced have had some elements or parts of the descriptor validly evidenced; however, one or more of the elements has not been validly evidenced.

Applicant's context

The evidence samples presented here are from a secondary school teacher's Highly Accomplished teacher portfolio. The applicant's portfolio includes evidence from their role as 'Team Leader' in Humanities and as a 'digital literacy' leader. The applicant's portfolio was developed using evidence sets, which are several artefacts linked to a common theme (*Guidelines for teachers applying for certification by the QCT as Highly Accomplished Teachers and Lead Teachers*, p. 6).

The evidence samples presented here are an example of how one applicant has demonstrated the Standards/descriptors in their context. Applicants should always consider their own context and practice and select the best evidence from their practice to demonstrate the Standards/descriptors. The applicant used the HAT and LT Certification OneNote Template to develop their portfolio. The evidence samples reproduced here are the applicant's actual annotated evidence. This evidence sample includes selected artefacts from Evidence Sets 3 and 4 to evidence descriptors 1.6, 2.4 and 5.5.

Assessor notes

Assessor notes have been provided to explain how the evidence demonstrates or does not demonstrate the elements of the descriptors. Assessor notes are also included in the evidence sample to help readers understand the annotated evidence.

Descriptor 1.6 – Fully evidenced

The applicant has included evidence linked to descriptor 1.6 in Evidence Set 3: *Creek Project*. Evidence Set 3 consisted of artefacts a - p, with artefacts g, h and i linked to descriptor 1.6. As artefacts must be clearly linked to specific descriptors by the applicant, 3g, 3h and 3i were the only artefacts that the assessors could consider when assessing descriptor 1.6.

This evidence was assessed by two nationally trained assessors as Fully evidencing the descriptor at the Highly Accomplished career stage. For a descriptor to be assessed as Fully evidenced all parts of the descriptor must be demonstrated through direct evidence.

HAT 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.

The following elements or parts of descriptor 1.6 must be demonstrated using direct evidence for the descriptor to be assessed as Fully evidenced:

1. Work with colleagues
2. to access specialist knowledge
3. and relevant policy and legislation

4. to develop teaching programs
5. that support the participation and learning of students with disability.

Element 1 - Work with colleagues

Artefact 3h: *Creation of adjusted assessment with colleagues* was linked to descriptor 1.6 and included minutes for a meeting called by the applicant for classroom teachers, Learning Support teachers and the Head of Special Education Services (HOSES) to discuss adjustments for students with disability (SWD) (Artefact 3h: *12th October Case Managers' meeting*). The minutes clearly detail the applicant's role in working with teaching colleagues and Learning Support staff to unpack the assessment for the Creek Project and identifying adjustments required for SWD.

Element 2 - to access specialist knowledge

Artefact 3g: *Resource adjustments for SWD or Learning difficulty* was linked to descriptor 1.6 and consisted of a series of emails between the applicant, a Learning Support teacher and the HOSES regarding support for students with disabilities to participant fully in the Year 8 Geography Creek Project. The assessors considered the Learning Support teachers and HOSES as the *specialist knowledge* being accessed for the purposes of descriptor 1.6.

Element 3 - relevant policy and legislation

The meeting minutes in **Artefact 3h,** discussed under Element 1, demonstrate that the HOSES identified that the adjustments under discussion met the needs of the Disability Discrimination Act. **Artefact 3i**: *Helping colleagues to understand special education legislation* was also linked to descriptor 1.6 and included an email from the HOSES attaching documents and links regarding relevant disability documentation and resources (3i: *11th October email from HOD*). It also included meeting minutes documenting that the applicant discussed such documentation with the teaching team (3i: *18th October minutes*). As a result, the assessors judged that the applicant worked with colleagues to access relevant policy and legislation.

Elements 4 & 5 – to develop teaching programs that support the participation and learning of students with disability

Artefact 3h: *Creation of adjusted assessment with colleagues* included adjusted assessment tasks 1 and 2 which resulted from the meeting discussed in Elements 1 and 3. Although the task sheets and field notes booklet are assessment tasks, the assessors considered that the field work, including data collection, analysis and interpretation of data, was part of a teaching and learning program. As a result, these items were considered to be valid evidence of teaching and learning programs.

Artefact 3i: *Helping colleagues to understand special education legislation* was also linked to descriptor 1.6 and the meeting minutes from 18 October meeting demonstrated that the adjusted assessment tasks had been implemented by the teachers. This confirmed to assessors that the teaching and learning programs had supported the participation of students with disability.

As all elements of the descriptor were demonstrated through direct evidence, the descriptor was assessed as Fully evidenced.

Descriptor 2.4 – Fully evidenced

The applicant included evidence linked to descriptor 2.4 in Evidence Set 4: *Team Leader*. Evidence Set 4 consisted of artefacts a - n, with artefacts L, m and n linked to descriptor 2.4. As artefacts must be clearly linked to specific descriptors by the applicant, 4L, 4m and 4n were the only artefacts that the assessors could consider when assessing descriptor 2.4.

This evidence was assessed by two nationally trained assessors as Fully evidencing the descriptor at the Highly Accomplished career stage. For a descriptor to be assessed as Fully Evidenced all parts of the descriptor must be demonstrated through direct evidence.

HAT 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.

The following elements or parts of descriptor 2.4 must be demonstrated using direct evidence for the descriptor to be assessed as Fully evidenced:

1. Support colleagues with
2. providing opportunities for students to develop understanding and respect for Aboriginal and Torres Strait Islander histories
3. providing opportunities for students to develop understanding and respect for Aboriginal and Torres Strait Islander cultures
4. providing opportunities for students to develop understanding and respect for Aboriginal and Torres Strait Islander languages

Element 1 – Support colleagues

Artefact 4L: *Embedding Indigenous perspectives into the unit* was linked to descriptor 2.4 and consisted of three items, *Meeting Minutes and Unit Plan and Resources from meeting*. This artefact demonstrated that the applicant provided resources for colleagues to use with their classes, and that the applicant explained the resources rationale for use and their effective use to colleagues.

Descriptors that refer to *Supporting colleagues or Assisting colleagues* require evidence of impact on the colleagues' practice. The assessors considered the items in **Artefact 4m:** *Colleagues and student podcast examples* which included a *colleagues' emails and a colleague's podcast example* as evidencing impact. Emails from three colleagues, supported by three examples of student work along with a teacher exemplar podcast, demonstrated that the support provided by the applicant had a direct impact on colleague practice and student learning.

Elements 2 and 3 – with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories and cultures

As stated above, **Artefact 4L** was linked to descriptor 2.4. The assessors judged that the *Unit plan* demonstrated that the study of aspects of Aboriginal and Torres Strait Islander histories and cultures were embedded into the unit, and the *Minutes and Resources* evidenced that the applicant provided resources and information to support colleagues in teaching those aspects.

Element 4 – with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander languages

Artefact 4n: *Embedding languages* demonstrated that the applicant supported colleagues by providing a *lesson plan with resources* for use with their students to develop understanding of and respect for Aboriginal and Torres Strait Islander languages. The assessors noted that evidence of impact had been provided in **Artefact 4m** in the student podcasts.

As all elements of the descriptor were demonstrated through direct evidence, the descriptor was assessed as Fully evidenced.

Descriptor 5.5 – Partially evidenced

The applicant included evidence linked to descriptor 5.5 in Evidence Set 3: *Creek Project* and Evidence Set 4: *Team Leader*. Evidence Set 3 consisted of artefacts a - p, with artefacts L and m linked to descriptor 5.5. Evidence Set 4 consisted of artefacts a - n, with artefact e linked to this descriptor. As artefacts must be clearly linked to specific descriptors by the applicant, 3L, 3m and 4e were the only artefacts that the assessors could consider when assessing descriptor 5.5.

This evidence was assessed by two nationally trained assessors and was judged to have only demonstrated some parts or elements of the descriptor. Thus, the descriptor was assessed as Partially evidenced.

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

The following elements or parts of descriptor 5.5 must be demonstrated using direct evidence for the descriptor to be assessed as Fully evidenced:

1. Work with colleagues
2. to construct accurate, informative and timely reports
3. to students and
4. parents/carers
5. about student learning
6. and achievement

Element 1 – Work with colleagues

Artefact 3L: *Constructing appropriate feedback for students*, was linked to descriptor 5.5 and consisted of two items, an *Email regarding a meeting and drafting checklist* and *Parent feedback form evaluation*. The email provided evidence that the applicant had organised a meeting with colleagues. The feedback form provided evidence that the meeting had taken place and included annotations from colleagues on the document along with their signatures. The assessors judged that this artefact did evidence working with colleagues.

Artefact 4e: *Moderation* was also linked to this descriptor and consisted of four items, *Year 8 Geography term 4 2021 moderation email, Team meeting minutes 23rd November, a Moderation Summary sheet and Moderation sheets signed.* Here the assessors judged that the purpose of the moderation activities was to support consistent and comparable judgements for student learning (descriptor 5.3) rather than to report on student achievement, which is the focus area of descriptor 5.5. As a result, Artefact 4e was assessed as not validly evidencing descriptor 5.5.

Element 2 – to construct accurate, informative and timely reports

Artefact 3m: *Direct feedback relationship between teacher, student* included an *exemplar of teacher drafting feedback* to students on the Geography field report along with *parent and peer drafting feedback*. These exemplar feedback forms were the same forms that the applicant had worked with colleagues to review in Artefact 3L. The assessors considered that the draft feedback satisfied the definition of a report in this context, as its purpose was to provide accurate, informative and timely information regarding the work that had been produced for the field report.

Element 3 – to students

As **Artefact 3m** provided feedback directly to the students, this element of the descriptor was satisfied.

Element 4 – to parents/carers

As the feedback forms in **Artefact 3m** required the parents/carers to read through their child's work and reflect on the extent to which their child had fulfilled the task's requirements, this element of the descriptor was likewise satisfied.

Element 5 – about student learning

As the feedback forms in **Artefact 3m**, which had been constructed collaboratively with colleagues in **Artefact 3L**, evidenced reporting during the drafting stage, the assessors judged that the applicant had worked with colleagues to provide accurate, informative and timely reports to students and parent/carers about student learning.

Element 6 – and achievement

However, as the evidence in **Artefact 3m** only covered the drafting stage, there was no direct evidence to show that reports had been provided to students and parents/carers about student achievement.

Accordingly, descriptor 5.5 was assessed by the assessors as Partially evidenced.