

APPLICATION FOR INTERNAL REVIEW OF A DECISION

Education (Queensland College of Teachers) Act 2005 Section 209 - FORM 11 VO2 SEPT 2019

This form is to be used in conjunction with the QCT [Application for Internal Review of a Decision](#)

3b REVIEW OF A CERTIFICATION DECISION - LEAD

Date final report received by the applicant

Date of review request

Please outline your grounds for requesting a review of your Certification Stage 1 or Stage 2 decision. Only refer to standards which have not on balance been met, refer only to descriptors partially, not validly and not evidenced within each unsuccessful standard.

Please write N/A against any descriptors below that have been identified as fully evidenced in your Stage 1 or Stage 2 report.

PROFESSIONAL KNOWLEDGE

Standard 1

1.1 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.

1.2 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.

1.3 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.

1.4 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.

1.5 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.

1.6 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

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

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

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

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

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

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

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3b REVIEW OF A CERTIFICATION DECISION - LEAD (continued)

PROFESSIONAL PRACTICE

Standard 3

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

3.2 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.

3.3 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.

3.4 Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

3.5 Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

3.6 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.

3.7 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

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

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

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

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

4.5 Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

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Standard 5

5.1 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.

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

5.3 Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

5.4 Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

5.5 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

PROFESSIONAL ENGAGEMENT

Standard 6

6.1 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 preservice teachers.

6.2 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for preservice teachers.

6.3 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.

6.4 Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Standard 7

7.1 Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

7.2 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.

7.3 Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

7.4 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.