



Guidelines

Certification of Highly Accomplished and Lead teachers in Queensland

Certification

Certification against the Australian Professional Standards for Teachers: For teachers employed in Queensland state schools and in non-state schools represented by the Queensland Catholic Education Commission



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Introduction

What is certification?

Certification is the voluntary process in which fully registered teachers demonstrate their abilities, experience, knowledge and skills at the Highly Accomplished and Lead career stages of the Australian Professional Standards for Teachers.

It is designed to recognise and reward teachers working at these higher career stages.

Why certification?

Certification of Highly Accomplished and Lead teachers enhances the professionalism of teachers by recognising the quality of their teaching and supporting their career progression.

Certification is voluntary and portable, as Highly Accomplished and Lead teachers are certified through a national process applied by certifying authorities in each participating state or territory.

The Framework for the Certification of Highly Accomplished and Lead Teachers (the Framework) ensures teacher certification is rigorous and based on the Australian Professional Standards for Teachers (the Standards).

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 reward Highly Accomplished and Lead teachers.¹

The Queensland College of Teachers (QCT) has legislated authority to grant certification for teachers in Queensland state schools and in non-state schools represented by the Queensland Catholic Education Commission (QCEC).²

These guidelines provide information to assist applicants, their colleagues, and schools to understand the requirements of the certification process in Queensland and should be read in conjunction with:

- the [Australian Professional Standards for Teachers](#)
- the [Framework for the Certification of Highly Accomplished and Lead Teachers](#)
- the [QCT Highly Accomplished Teacher and Lead Teacher Certification Policy](#).



¹ AITSL 2023, Framework for the Certification of Highly Accomplished and Lead Teachers, AITSL, Melbourne

² Teachers in independent schools other than Catholic Independent Religious schools should refer to Independent Schools Queensland as their certifying authority.



Australian Professional Standards for Teachers (the Standards)³

The Standards are a public statement of what constitutes quality teaching. They provide a framework to make clear the knowledge, practice and professional engagement required across a teacher's career. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public.

The Standards are organised into four career stages and guide the preparation, support and development of teachers. The Highly Accomplished and Lead career stages of the Standards inform certification. An application for certification is assessed against the 37 descriptors of the Standards at the chosen career stage. The differences in practice of teachers at each career stage is outlined below.

³ AITSL 2017, Guide to the Certification of Highly Accomplished and Lead Teachers in Australia, Education Services Australia, Carlton South



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/setting.

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 preservice 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, if generalist teachers, across a range of content areas.

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. They communicate effectively and respectfully with students, colleagues, parents/carers, and community members.

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/setting 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 preservice 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 preservice 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/setting and the teaching profession in the community. They are professional, ethical, and respected individuals inside and outside the school/setting.



Am I familiar with the Australian Professional Standards for Teachers at my chosen career stage?

Principles

The QCT's approach to the certification of Highly Accomplished and Lead teachers is aligned to the following Framework principles⁴:

Standards-based

Certification is awarded against the Teacher Standards. It represents an assessment against the Teacher 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 certification processes. 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 certification processes should be a positive experience for applicants 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, 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 processes 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.

Fit for purpose

Certification processes will incorporate the context and perspectives of stakeholders such as employers, certifying authorities/bodies, professional teacher bodies, unions, teachers, and relevant educational researchers.

Streamlined

Certification processes will be as streamlined as possible, minimising the administrative burden on applicants while ensuring rigour of assessment against the Teacher Standards. Certification processes should be integrated into teachers' daily practice to help prevent duplication or unnecessary additional work in the application process.

⁴ AITSL 2023, Framework for the Certification of Highly Accomplished and Lead Teachers, AITSL, Melbourne

Roles and responsibilities

The certification process involves several participants, each with unique roles and responsibilities.

As an applicant you will:

- be familiar with eligibility requirements and guidelines
- engage in professional discussions with your principal/supervisor and chosen referees
- attend information sessions and workshops, as offered by the QCT
- share with referees the evidence you are requesting they verify
- take responsibility for your own certification submission.

Your principal/supervisor or their delegate will:

- ensure they have knowledge and understanding of the certification process and the Standards to enable:
 - effective professional dialogue with applicants
 - effective support processes for applicants
 - effective support processes for assessors
 - knowledge of the applicant's practice and professional relationships with referees.

Your referees will:

- participate in discussions with you about the evidence you are requesting they verify
- sign the referee verification form to confirm their verification of the submitted evidence
- agree to respond to communication from an assessor if required.

The QCT will:

- implement and manage certification and renewal of certification processes for teachers employed by an employing authority for a prescribed school
- grant or refuse the application for certification based on an assessment of the applicant's demonstrated abilities, experience, knowledge and skills against the Standards at the chosen career stage
- record a teacher's certification status and send advice of renewal requirements.

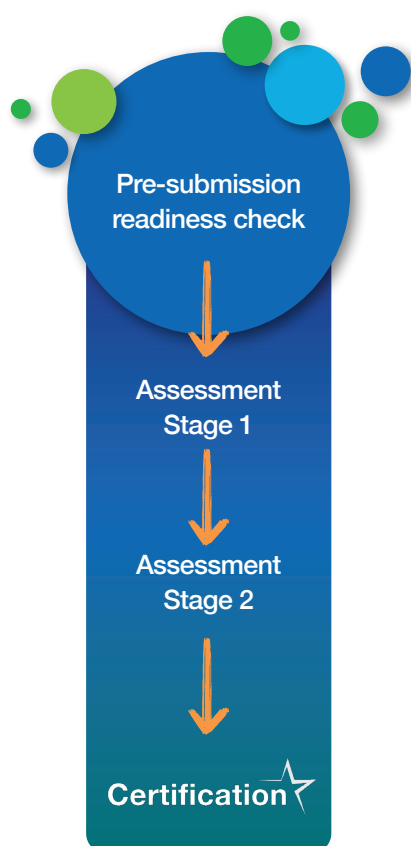
Assessors will:

- complete the Assessor Training Program
- undertake assessment of certification applications using rigorous and transparent processes
- maintain currency by attending training workshops as required and completing a minimum of one application assessment each year.

More details about these roles and responsibilities, including the participation of referees and the assessment process, are provided in separate sections of these guidelines.

Certification process

The QCT process for the certification of Highly Accomplished and Lead teachers aligns to the Framework, ensuring a consistent approach to portable national certification. This means that once certified, if you move to another schooling sector or jurisdiction (another state or territory), you will not need to reapply but will need to provide evidence of certification status and eligibility to the relevant certifying authority.⁵ An active application for certification is unable to be transferred between certifying authorities, but the evidence collected may be used for an application in a new jurisdiction, depending on their specific policy. All enquiries should be directed to the relevant certifying authority.



The pre-submission readiness check relates to the preliminary activities you will engage in as you determine whether you are ready to pursue certification, and gain support from your employer to proceed with the certification process. Pre-assessment activities include eligibility, self-assessment and professional discussions.

Certification assessment has two stages:

- Stage 1 is an assessment against the 7 Standards, taking into account the 37 Standard descriptors.
- Stage 2 is an assessment of classroom practice, including discussions with colleagues. You must be successful at Stage 1 before you can proceed to Stage 2.

The final component of the process, certification, relates to the decision making of the assessors and their recommendations to the QCT.

Once you decide to apply for certification as a Highly Accomplished or Lead teacher in Queensland, this guidelines document will be a valuable resource.

⁵ Any industrial arrangements of certification are at the discretion of employers.

Pre-submission readiness check



The pre-submission readiness check assists a teacher to determine whether they are able to pursue certification before beginning the application process.

Eligibility

To be eligible to apply for certification at either career stage you must:

- be an Australian citizen or have a permanent residency visa
- have full teacher registration in Queensland
- be employed by an employing authority for a prescribed school

There are additional eligibility requirements specific to employers.⁶

It is your responsibility as an applicant to ensure you meet these requirements when completing your readiness check.

For successful participation in the whole certification assessment process, you must hold an authentic teaching role.⁷

When evidencing an authentic teaching role, you must focus on your individual contribution to the role. Evidence developed while in a full-time non-teaching role will only be considered as part of an application if applied in an authentic teaching role on return to a school setting. A change in your teaching role, or other changes in circumstances during the assessment period will be reviewed by the QCT on a case-by-case basis.

You are not required to be certified as a Highly Accomplished teacher before applying for Lead teacher certification.

⁶ The QCEC requires that applicants are not currently subject to formal performance management processes. See employer websites for other eligibility details.

⁷ An authentic teaching role means to hold an ongoing role with students that requires planning, preparation, teaching, differentiating, assessing, and reporting (to students and parents) on student outcomes of an educational program, enabling demonstration of achievement across all Standard descriptors.



*Do I meet all the eligibility criteria?
If I'm unsure, do I know where to
find more information?*

*Do I have an authentic teaching
role and understand what
it involves?*

Self-assessment

While not mandatory, it is highly recommended you undertake a self-assessment using the [AITSL Teacher Self-assessment Tool](#). This will help you to reflect on your practice and select the career stage at which you are working. The self-assessment tool can also help you identify areas of practice for further development.

Professional discussion

Engage in a professional discussion with your principal or supervisor about your intention and readiness to apply for certification. While not mandatory, it is strongly recommended that you have their endorsement, as they are one of your required referees.

Three to five referees in total are required for your application. Selecting the referees who can verify your evidence and confirming their availability to assist you is useful during this phase.



Referees

Referees provide verification of your evidence and performance against the specific Standard descriptor(s) of which they have direct knowledge. You will need to consult with your referees to decide which descriptors they can provide verification for.

Your current principal/supervisor must be a referee. If you are in a new school or setting, your previous principal/supervisor's details must also be provided. The principal/supervisor may delegate this responsibility to a deputy/assistant principal or equivalent member of the senior leadership team of the school/setting who has significant knowledge of your practice.

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

Referees must have direct knowledge of your practice and the evidence you have provided. You will need to consult with your referees to decide which descriptors they can provide verification against, record this on the referee verification form, and submit it with your Stage 1 application.

The [referee verification form](#) has two parts:

Part 1.

You and your elected referee(s) may collectively select up to ten 'affirmed' Standard descriptors that certification assessors will accept as demonstrated by a referee comment. This affirmation is direct evidence of your practice by a colleague or colleagues who can specifically detail how the descriptor is demonstrated and as such, no additional evidence will need to be included in the application. A referee comment is mandatory and must specify the referee's direct, first-hand knowledge of your practice against the descriptor. If no comment is included, then the descriptor(s) will not be assessed as affirmed.

Part 2.

Referees are required to verify the evidence in your application. You and your referees will decide which descriptors each one will verify. All Standard descriptors, excluding those addressed in part one of the form, should be referenced. You should provide the referee with the details of the evidence you are using to demonstrate each descriptor. For each descriptor assigned to them, referees must have direct, first-hand knowledge of your practice, your role in the work and the impact on students and colleagues.

During the assessment process, an assessor may make direct contact with a referee for further information about specific evidence. To ensure consistency with QCT administrative and legal/review processes, referees are required to sign and date written transcripts of any follow-up discussions with an assessor as part of the application process.



Who will I nominate as my three to five referees?

Will all my referees be from my current school, or will I need to contact some of my former colleagues?

EOI

You should complete an expression of interest (EOI) as this ensures you receive communications and support throughout the application and assessment process.

See the QCT website for details and timeframes.



Have I made time to complete the self-assessment tool, reflectively, with a view to identifying my practice?

When will I discuss my readiness to apply for certification with my principal?



Evidence and assessment stages

The following principles of effective evidence apply:

- evidence is drawn directly from your work
- evidence demonstrates the impact of your work on student outcomes, such as learning, engagement in learning and wellbeing
- evidence demonstrates the impact of your practice on teaching colleagues
- evidence clearly reflects your individual contribution
- evidence demonstrates sustained impact on student outcomes
- multiple sources of evidence collectively demonstrate achievement of each of the Standard descriptors at the relevant career stage.

Evidence must be authentic, verifiable and a true representation of your practice and impact over time. To ensure alignment to current practice, evidence should be within the five years preceding the date of your Stage 1 application.

Detailed information about selecting and organising evidence, including effective annotations and word limits and classroom observations, can be found in the [Evidence for assessment](#) section of these guidelines.

Stage 1 assessment



Your Stage 1 application consists of evidence against the 37 Standard descriptors at your chosen career stage. Evidence may include up to 60 artefacts supported by up to 7,500 words of annotation.

What is included in a Stage 1 application?

- ☐ An applicant profile
- ☐ A completed [QCT Evidence Map](#)
- ☐ An index of labelled artefacts, for applications submitted as a zipped file of documents
- ☐ The [referee verification form](#), signed and dated by the principal/supervisor or delegate, and each referee
- ☐ Annotated artefacts demonstrating achievement against each Standard descriptor
- ☐ At least two classroom observation reports (12 months currency)
For the two mandatory observations, you can either:
 - be observed twice, with each observation report completed by a different colleague OR
 - engage in one observation of you by a colleague, and one observation by you observing a teaching colleague implementing a practice, strategy, or resource that you have supported them to employ.

After submission, your application is checked to ensure it contains all mandatory requirements listed above and adheres to

artefact and annotation limits, details of which can be found in the [Evidence for assessment](#) section of these guidelines. If any amendments or additions are required, the QCT will contact you to request these, and you will have 14 days to respond. If you do not respond within this time, your application will be considered withdrawn. Applications may be returned for amendment if:

- the application is incomplete. For example, the referee verification form is not included or is unsigned
- files are corrupted or not able to be opened or viewed by an assessor
- the application exceeds the 2GB upload limit
- documents in the application are illegible
- the layout of the application is overly difficult to navigate
- the artefact and/or annotation word limit is exceeded.

A fee is payable on submission at each stage of your application.

Assessment of a Stage 1 application is by nationally trained assessors. Moderation processes are in place for quality assurance purposes. If your application goes to moderation, an invitation to submit supplementary evidence may occur.

You will proceed to Stage 2 if you have the demonstrated abilities, experience, knowledge and skills at your chosen career stage.

An optional feedback conversation is available at the conclusion of Stage 1 for applicants who are not successful in progressing to Stage 2. Information about this discussion will be provided on completion of the assessment.

Stage 2 assessment



Stage 2 involves direct observation of your practice, via a virtual site visit, using the [Classroom Practice Continuum](#) and professional discussions between an assessor, yourself and your nominated colleagues.

Stage 2 provides additional evidence to inform a final judgement as to whether your application meets the Standards at your chosen career stage. It allows you to reflect on and demonstrate deep understanding of the evidence presented during Stage 1 and its impact on teaching and learning.

On successful completion of Stage 1, an assessor will contact you about which Standard descriptors will be the focus of the Stage 2 visit. Following this discussion, you will organise the site visit activities as detailed below.

Virtual visit (with guide to timings) must include:

Day 1: lead a pre-observation discussion with an assessor about the lessons to be viewed, the Standard descriptors to be demonstrated, the accompanying lesson plans and resources, the context of each lesson and background of the participating students.

Day 2: complete your recording of two different 35-minute lessons (or lesson segments) in one day.

Day 3: upload the lesson recordings. These must be less than 2GB each.

Day 4/5: observation of lessons by the assessor.

Day 5/6: post-observation professional discussion with yourself and the assessor (up to one hour in length) to:

- reflect on the lessons
- discuss the Stage 1 report focus areas
- respond to questions.

The assessor's communication with your colleagues can occur any time over days 1–6:

- discussion with the principal/supervisor to verify your practice against the Standards and Stage 1 report focus areas
- discussion with other colleagues as nominated by you to provide further evidence against the Standards and Stage 1 report focus areas (optional, but no more than 2 colleagues).

If your circumstances don't allow for a virtual site visit, you will need to contact the QCT certification team prior to submitting your Stage 1 application. Onsite visits will only be considered if extenuating circumstances exist and must be approved by the QCT in consultation with your employer. The program of an onsite visit is the same as a virtual one but is completed in one day.

Following the Stage 2 site visit, assessors will determine whether you meet all 7 Standards at the relevant career stage. If the assessors cannot reach agreement, the QCT will be contacted and moderation will occur. Supplementary evidence may be invited by the QCT where evidence remains inconclusive or insufficient.



Have I developed a plan to evidence the 37 descriptors at the career stage I am applying for?

What are some ways I can start to collect direct evidence of my practice?

Does my evidence demonstrate my impact on student outcomes and colleagues' practice?



Pathways

In accordance with the Framework, the QCT supports certification applicants who use a pathways process at Stage 1 to recognise completion of pre-endorsed professional learning programs that evidence identified Standard descriptors. Programs must be endorsed by the QCT to be accepted as evidence towards certification.

If an applicant selects the pathways option, no application evidence against the identified Standard descriptors is required; applicants are only required to include their certificate of completion in their application as confirmation that all identified descriptors are met.

Applicants must keep evidence of the program work as successful demonstration of the descriptors and provide samples for moderation and quality assurance processes if requested.

Refer to the QCT website for the list of endorsed programs, as these will be progressively updated.



Decision making and outcomes

Assessors will make a final recommendation to the QCT of an applicant's suitability for certification based on:

- the assessment of evidence against the Standards
- observations of practice against the Classroom Practice Continuum
- referee verification
- discussions with the principal/supervisor or delegate, colleagues and the applicant during the Stage 2 visit.

If the QCT is satisfied that you have demonstrated the abilities, experience, knowledge and skills for the relevant career stage, then the QCT will provide you with a Stage 2 report, an outcome notice and an award of national certification.

Unsuccessful applications for certification as a Lead teacher are not accordingly considered for Highly Accomplished status. If you are unsuccessful at either career stage, you may submit a new application in a future certification round.

In exceptional circumstances, it may be that a decision about an application cannot be reached. In this case, the QCT may invite submission of supplementary evidence. This may occur at either stage of the application process. If invited at:

- Stage 1 – you will have two weeks to provide the requested evidence
- Stage 2 – the evidence will be one video of practice and its accompanying documentation, and you will have four weeks to provide it. The Stage 2 supplementary evidence timeframe may be negotiated with the QCT; such requests will be considered on a case-by-case basis.

Submissions of supplementary evidence are strictly limited and subject to the requirements of the assessors and moderator, as individually communicated to applicants.

Feedback

Professional feedback by an assessor and a member of the QCT certification team is part of the certification process and will be provided to all applicants at the end of Stage 1 and again at Stage 2.

Stage 1 Feedback

At the completion of Stage 1 you will receive a report detailing the assessment of your evidence and demonstration of achievement of all 7 Standards at the relevant career stage.

For unsuccessful applications, the report will include feedback about strengths and the areas that require improvement. Applicants can request a feedback conversation with an assessor by contacting the QCT. Feedback requests must be made within seven days of notification of the outcome of Stage 1.

For successful applications progressing to Stage 2, feedback will identify the areas of focus for the site visit.

Stage 2 Feedback

At the completion of Stage 2, you will receive another report, detailing the assessment of your practice against the Classroom Practice Continuum.

For unsuccessful applications, the report will include feedback about strengths and the areas that require improvement. Applicants can request a feedback conversation with an assessor by contacting the QCT. Feedback requests must be made within seven days of notification of the outcome of Stage 2.

For successful applications, the report will include a final written assessment of achievement against the 7 standards at the relevant career stage.

Quality assurance - moderation

Quality assurance mechanisms are essential to achieve and maintain rigorous, valid and credible assessments of teacher practice for the purposes of certification.

Quality assurance mechanisms will include but are not limited to:

- the Framework for certification
- use of the APST as the basis for assessment
- consistent assessor training
- use of experienced assessors
- support of assessors by the QCT
- applicant support materials focusing on key components of the certification process:
 - assessment of classroom practice using the Classroom Practice Continuum
 - providing instructive feedback through the Stage 1 and Stage 2 reports.

AITSL routinely evaluates the effectiveness of quality assurance processes implemented by certifying authorities to ensure national consistency as detailed in the Framework.

This may include an audit of the evidence of a sample of teachers who have been granted certification at the Highly Accomplished and Lead career stages.

Review process

If your application at either Stage 1 or Stage 2 is unsuccessful, you may apply for a review of the decision in accordance with the legislation and QCT processes. Applicants must complete an application for internal review of a decision, using the template for certification applications. Information about reviews can be found on the [QCT website](#).

Applications for internal review should be sent by email to certification@qct.edu.au within 28 days of the information notice being received.

A third assessor, independent of the original certification process, may be appointed as a member of the QCT Internal Review Committee (IRC) to review the application and assist the IRC in their deliberations. The IRC will assess the evidence for certification against the Standards. The outcome will be communicated to the appellant as soon as practicable after the decision is made.

Record keeping and privacy

The QCT is required under the Public Records Act 2002 to keep records. The QCT regulatory compliance model and its implementation are based on values and behaviours that are critical to achieving optimal regulatory compliance. The QCT regulatory compliance framework requires good record keeping and reporting arrangements with stakeholders.

Further information is available on the [QCT website](#).

The QCT collects personal information, in accordance with the Information Privacy Act 2009.

Information about the [QCT's privacy policy](#) includes:

- when personal information is collected and how it is used
- when personal information may be disclosed and the legislative authority for that disclosure
- the impact if you do not consent to supplying the QCT with the requested information
- what to do if you believe that the QCT has not handled your personal information correctly.

Applicant checklist

Pre-submission readiness check

- ☐ Confirmed eligibility against QCT and employer requirements
- ☐ Hold an authentic teaching role
- ☐ Completed the AITSL Self-assessment tool
- ☐ Engaged in a conversation with principal/supervisor
- ☐ Identified, and engaged in a conversation with referees
- ☐ Submitted an EOI
- ☐ Attended information sessions and workshops

Stage 1 application

- ☐ Completed discussions with referees and completed the referee verification form, with dates and signatures
- ☐ Completed the evidence map
- ☐ Included an index of labelled artefacts, ensuring consistent naming conventions across the application
- ☐ Completed the applicant profile
- ☐ Ensured all evidence is included (not hyperlinked) and either annotated, or explicitly linked in a written statement
- ☐ Signed and dated lesson observations
- ☐ Obtained required consent or redacted application if evidence includes an individual's personal information, copyright materials or recording
- ☐ Zipped application and ensured it meets upload requirements
- ☐ Paid the Stage 1 fee
- ☐ Uploaded application to the QCT portal

Stage 2 virtual site visit

- ☐ Referred to the *Application for certification - lesson recordings*
- ☐ Accessed recording equipment and practiced recording a lesson
- ☐ Developed a schedule for the site visit in collaboration with an assessor, principal and colleagues
- ☐ Paid the Stage 2 fee
- ☐ Uploaded lesson plans and resources to portal
- ☐ Engaged in all aspects of the site visit

Referee checklist

- ☐ Understand the APST
- ☐ Engaged in a pre-submission discussion with the applicant about their readiness to apply for certification (principal or supervisor)
- ☐ In consultation with the applicant, completed the referee verification form (ensure it is signed and dated)
- ☐ Prepared verifying comments about the applicant's practice and impact against the selected descriptors
- ☐ Engaged in a discussion with an assessor, if required
- ☐ Participated in a Stage 2 virtual site visit, if required

Glossary

Annotation – written commentary by the applicant that demonstrates their thinking on why and how the evidence they have submitted addresses the Standard descriptors. Annotations also illustrate how the applicant's practice has had impact on student outcomes and the practice of colleagues.

Applicant – the teacher undertaking the national certification process.

Assessor – in accordance with the common national process, trained assessors external to the school/setting of the applicant are nominated by the certifying authority to assess the certification application.

Authentic teaching role – hold an ongoing teaching role with students that requires the applicant to plan, prepare, teach, differentiate, assess and report (to students and parents) on student outcomes of an educational program.

Certifying authority – the body managing the certification process. In Queensland, there are two certifying authorities. The QCT is legislated as the certifying authority for teachers in both state schools and non-state schools represented by the Queensland Catholic Education Commission (QCEC).

Classroom Practice Continuum (CPC) – is comprised of six profiles of classroom practice that show an increasing range of teaching expertise. The profiles show what you could expect to see in the classroom practice of an Australian teacher, from Graduate through to Lead.

Colleague – other professionals and paraprofessionals (inside and outside the school), including but not limited to, teachers, principals, specialist teachers, preservice teachers, industry partners, education assistants and teacher aides. Many of the Standard descriptors refer to leading, supporting, working with and assisting colleagues. It is important to be aware that when the descriptors refer to colleagues, these must be registered teaching colleagues; preservice teachers and teacher aides are not considered colleagues for this purpose.

Delegate – nominated by the applicant's principal or supervisor. May be the deputy/assistant principal or equivalent member of the senior leadership team of a school/setting who has significant knowledge of the applicant's practice.

Direct observation – the observations conducted in person or by using video recordings.

Full registration – full registration is granted by QCT when a teacher has met the Proficient career stage of the APST, and all other current registration requirements.

Portable – certification will be portable, allowing teachers to maintain their status as a Highly Accomplished teacher 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 pay rate, are automatically transferable. The way in which certified teachers are recognised or rewarded is an employment matter.

Principal – the person taking responsibility for the overall control and administration of the school. This includes day-to-day management of a teacher and assessing their performance.

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

Site visit – assessment process for Stage 2 conducted virtually using video technology. An onsite visit may be offered in extenuating circumstances, at the discretion of the certifying authority.

Student outcomes – broadly defined and includes student learning, engagement in learning, and wellbeing.

Supplementary evidence – a limited number of artefacts requested by the QCT if an on-balance assessment of a portfolio cannot be made after holistic consideration of all evidence.

Verification – written or verbal confirmation from a referee that evidence in an application is an accurate representation of an applicant's practice.

References

[Framework for the Certification of Highly Accomplished and Lead Teachers \(aitsl.edu.au\)](#)

[QCT Certification of Highly Accomplished and Lead Teacher Policy](#)

[QCT Act and Regulation](#)

[Certification Pathways Guidelines](#)

[Certification documentary evidence supplement: Highly Accomplished teachers \(aitsl.edu.au\)](#)

[Certification documentary evidence supplement: Lead teachers \(aitsl.edu.au\)](#)

Evidence for assessment

Over the following pages, you will find examples of the types of evidence you may provide to support your application.

Evidence can be grouped into types. An effective application should include examples across the categories.

Teaching and learning programs:

- three levels of planning
- lesson plans
- learning resources
- tasks and activities
- evaluation of teaching and learning programs
- individualised learning plans

Classroom observations:

- lesson observation and reflection notes
- videos of practice
- student survey data
- peer observation notes

Reflection and feedback:

- parent teacher interview notes
- student feedback
- professional reading and learning log
- performance review feedback

Student assessment and learning:

- assessment plan
- diagnostic assessments
- student work samples, feedback and outcomes

Collaboration and communication:

- resources co-constructed and shared
- team meeting notes
- online blogs and forums
- policy review meeting notes
- correspondence

Professional learning:

- research project
- participation in professional associations
- professional development delivered/attended
- other postgraduate study

These examples are not a complete list and should only be viewed as an illustration, not a checklist.

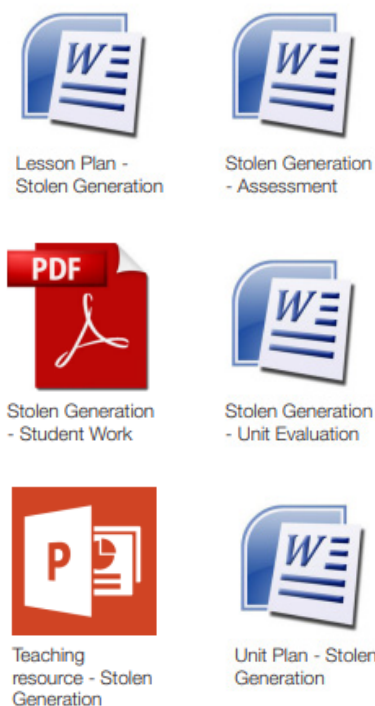
They are not the only means of evidencing the descriptors and including a piece of evidence listed here is not a guarantee that you will be assessed as meeting a particular descriptor.

You are encouraged to apply these examples when selecting artefacts from your own practice. One quality item can provide evidence for a range of descriptors if it has been appropriately annotated to explain, justify or reflect on practice.

You should carefully select quality evidence that is credible, verifiable and robust and your application should be succinct, easy to read and easy to navigate.

Organising evidence

Although each of the 37 descriptors of the career stage you are applying for must be evidenced, each descriptor does not require a separate piece of evidence. Artefacts and evidence sets that meet the scope or intent of multiple descriptors are encouraged.



This example of an evidence set contains artefacts that potentially address descriptors 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.6, 4.1, 5.4.

Artefacts: are individual pieces of evidence and/or linked extracts that demonstrate an applicant's achievement against one or more descriptors. Examples include a unit plan, lesson plan, work program, lesson observation, personalised learning plan, short video, presentation, meeting minutes, assessment task, and so on. They can be standalone or grouped into evidence sets.

An evidence set comprises several artefacts linked to a common theme. For example, Mentoring Beginning Teachers program, Subject/Year level coordinator role or STEM program. Each evidence set should demonstrate knowledge, practice and/or engagement against several Standard descriptors.

Extracts from larger artefacts can be grouped into a set to form a linked extract (counted as one artefact) if they:

- are linked to the one specific activity:
 - one staff/faculty/year level/network meeting with colleagues (for example, review a teaching and learning program: meeting minutes; assessment data snip; student survey snip, extract of unit plan with Microsoft Word Track Changes)
 - one professional development session (registration confirmation and agenda; selection of relevant presentation slides and extract of applicant notes)
 - one lesson observation
 - one excursion/incursion.
- demonstrate the same teacher professional capability:
 - using ICTs (short video of applicant modelling/demonstrating use of educational hardware/software in a staff meeting, extract from teacher survey on colleagues using hardware/software in their classrooms)
 - developing assessment items (new assessment task, extract/snip from original assessment item with track changes, extracts from teacher discussion board identifying modifications)
 - engaging in professional learning (email extract planning SFD session, extract of sign on sheet, presentation slides, extract of teacher feedback survey on the day)
 - mentoring preservice teachers.

A single artefact can be paired with a small number of linked extracts. Including large or lengthy artefacts in their entirety, such as an action research report, policy or research paper, is not advised. Only include the information that is essential for assessors to read.

When making decisions about demonstrating your practice, ask yourself:

- What were your actions?
- What direct evidence do you have to demonstrate this practice?
- Did you make a positive difference to student outcomes as a result of this practice? How can you measure and evidence that?
- Was there a positive improvement on colleagues' practice as a result of this practice? How can you measure and evidence that?
- Which descriptors does this practice demonstrate?
- Is there a part of any identified descriptor not demonstrated by the direct evidence?

Annotating evidence

You may choose to annotate individual artefacts or evidence sets. Alternatively, you may compose a single inclusive statement about your professional practice and learning.

A statement will be subject to the same word limit as a collection of annotations and must include explicit links between evidence and descriptors to guide the assessor as they read your application.

Effective annotations or statements should clearly identify the Standard descriptor(s) being addressed. The purpose of annotations is to demonstrate to the assessors that you have appropriately described, analysed, and reflected on the artefact in response to the Standards. Approaches to annotating include:

- description of how the evidence demonstrates achievement of the descriptor(s)
- reflection on practice
- identified impact on student outcomes
- identified impact on the practice of other colleagues
- your individual contribution
- the leading/supporting/sharing/modelling roles undertaken.

Annotation limits are:

- per descriptor (approximately 150 words each)
- per artefact – covering multiple descriptors (approximately 350 words)
- per evidence set – covering multiple artefacts and descriptors (approximately 600 words)
- a single statement – 7,500 words.
- Annotations are limited to no more than 7,500 words in total for the Stage 1 application.

It is important that your contribution to the evidence is clear. Assessors are unable to infer your role from the evidence if it is not clearly stated. For example, is your name on the evidence? Do the minutes of the meeting reflect your individual role and contribution?

For examples of effective annotations, refer to the HAT and Lead [evidence samples](#) on the QCT website, and [annotating evidence of professional learning](#) on the AITSL website.

Observations

You are required to complete two classroom observations within the 12 months prior to submitting your application.

Observation reports are included as artefacts and submitted in your application. They must be signed and dated, and annotated to show a clear link to the Standard descriptors, and the aspects of practice that are in focus.

A colleague can observe your practice against descriptors you have selected and provide an observation record. If you choose this option for each of the required Stage 1 observations, it is best that each is completed by a different colleague.

Alternatively, you can complete one observation of a colleague enacting a teaching strategy or implementing a resource following assistance or support from you. Combined with other artefacts relevant to the strategy or resource, this could make an effective evidence set that demonstrates your impact on colleagues; even more so if the observed colleague is also one of your referees. If you choose this option, the other observation must be of your practice, either by the same or a different colleague.

Whilst these two observation reports must be included as an application requirement, additional observation reports may be included as artefacts to provide direct evidence of your practice.

Examples of evidence against each descriptor

The following are examples of evidence against each of the Standard descriptors at both career stages. They are illustrations of ways you could evidence your practice.

Standard 1: Know students and how they learn	
Focus area 1.1: Physical, social and intellectual development and characteristics of students	
HAT descriptor: Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	
Lead descriptor: 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.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Learning and teaching programs, lesson plans, or teacher-developed learning materials designed to demonstrate teaching of key concepts • Differentiated student learning tasks • Individual learning plan • Analysis of records collected on the progress of individual students over time • Diagnostic assessments undertaken to determine students' prior knowledge and readiness to learn to inform instruction 	<ul style="list-style-type: none"> • Annotated professional reading and professional development log demonstrating knowledge gained and used to lead colleagues in developing teaching strategies • Individual Learning Plans based on advice from specialist support staff that have been developed and used to lead colleagues

Standard 1: Know students and how they learn	
Focus area 1.2: Understand how students learn	
HAT descriptor: Expand understanding of how students learn using research and workplace knowledge.	
Lead descriptor: Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Annotated professional learning log • Annotated professional readings • Teacher-developed learning materials based on research • Notes from meetings that reference strategies implemented for working with colleagues to expand their understanding of how students learn 	<ul style="list-style-type: none"> • Policy and/or procedure documents incorporating research and workplace knowledge about how students learn • Notes from meetings evaluating teaching programs using research and workplace knowledge about how students learn

Standard 1: Know students and how they learn

Focus area: 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

HAT descriptor: Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Lead descriptor: 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.

HAT examples of evidence:

- Meeting notes demonstrating working with colleagues to co-construct learning and teaching programs
- Lesson observation notes by and of colleagues that reference modelling instructional strategies used to build on students' prior knowledge and experiences
- Lesson plans constructed with colleagues that incorporate information about diverse cultures and communities

Lead examples of evidence:

- Notes from meetings with community members to gather information about diverse student backgrounds to revise learning and teaching programs
- Annotated professional reading log demonstrating analysis of expert knowledge of diverse student backgrounds to evaluate learning and teaching programs

Standard 1: Know students and how they learn**Focus area 1.4:** Strategies for teaching Aboriginal and Torres Strait Islander students

HAT descriptor: 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.

Lead descriptor: 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.

HAT examples of evidence:

- Meeting notes or annotated resources demonstrating advising colleagues about teaching strategies that reflect the local Aboriginal and Torres Strait Islander community
- An action plan developed using knowledge of and support from community representatives in preparation for supporting colleagues to implement effective teaching strategies for Aboriginal and Torres Strait Islander students
- Meeting notes or annotated resources demonstrating advising and preparing colleagues to teach Aboriginal and Torres Strait Islander students

Lead examples of evidence:

- Teaching programs developed that support the equitable and ongoing participation of Aboriginal and Torres Strait Islander students
- Notes from meetings with community representatives and/or parents/carers gathering information to revise school teaching programs to support equitable and ongoing participation of Aboriginal and Torres Strait Islander students
- A plan created in preparation for the collaborative development of teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students

Standard 1: Know students and how they learn

Focus area 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities

HAT descriptor: 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 descriptor: 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.

HAT examples of evidence:

- Student work samples/learning tasks demonstrating multiple entry points and learning outcomes for students to support the evaluation of learning and teaching programs
- Student pre and post assessment data used to identify student learning needs
- Resources, materials or technologies constructed and adapted to provide equal access for all students

Lead examples of evidence:

- Learning and teaching programs evaluated and revised with colleagues to ensure differentiation across the full range of abilities
- Analyses of data sets that have been used to evaluate the effectiveness of learning and teaching programs differentiated across the full range of abilities

Standard 1: Know students and how they learn

Focus area 1.6: Strategies to support full participation of students with disability

HAT descriptor: 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.

Lead descriptor: 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.

HAT examples of evidence:

- Individual Learning Plan developed with colleagues to enhance participation for a student with disability and in consultation with specialists, such as learning support and/or advisory visiting staff
- Lesson plans and/or teacher-developed learning materials developed with colleagues and specialists based on specific learning needs of a student or students with disability

Lead examples of evidence:

- School policy documents that have been initiated and/or reviewed to ensure full participation of students with disability and compliance with legislative and/or system policies
- School policies and procedures, such as excursion and co-curricular policies, that have been reviewed and implemented to ensure compliance with legislative requirements for students with disability

Standard 2: Know the content and how to teach it	
Focus area 2.1: Content and teaching strategies of the teaching area	
HAT descriptor: Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	
Lead descriptor: 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.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Units of work developed with colleagues that contain content-based lessons and demonstrate extensive knowledge of the subject/discipline • Student feedback about engaging teaching strategies collected, analysed and provided to colleagues 	<ul style="list-style-type: none"> • Learning and teaching resources that have been developed collaboratively with colleagues to improve subject knowledge and teaching strategies • Data collected and analysed to evaluate content knowledge needs of colleagues across the school

Standard 2: Know the content and how to teach it	
Focus area 2.2: Content selection and organisation	
HAT descriptor: Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	
Lead descriptor: Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Student work samples resulting from innovative delivery of subject content • Learning and teaching program rationale that explains the selection, organisation and delivery of content to achieve innovative practice 	<ul style="list-style-type: none"> • Policy or procedure documents that focus on content selection, organisation and coherence as part of a school programming review • Notes from meetings initiating the evaluation and refinement of colleagues' learning and teaching programs

Standard 2: Know the content and how to teach it

Focus area 2.3: Curriculum, assessment and reporting

HAT descriptor: Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.

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

HAT examples of evidence:

- Notes from meetings demonstrating working with colleagues to develop assessment schedules and/or assessment tasks that are clearly linked to learning and teaching programs
- Notes from meetings demonstrating collaborative development of assessment activities, criteria and marking guidelines that align with curriculum and learning outcomes

Lead examples of evidence:

- Policy and/or procedure documents developed or used to lead colleagues in evaluating and revising learning and teaching programs to ensure alignment between curriculum outcomes, instruction, assessment and reporting requirements
- Agendas, minutes and notes from meetings that demonstrate leading the collaborative development of learning and teaching programs, assessment plans and reporting requirements

Standard 2: Know the content and how to teach it

Focus area 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

HAT descriptor: Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Lead descriptor: 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.

HAT examples of evidence:

- Learning and teaching program, teaching resource/s or co-curricular activities developed and shared to provide colleagues with a range of effective opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and/or languages
- Notes from meetings with members of the local Aboriginal and Torres Strait Islander community to appropriately inform understanding of and respect for Aboriginal and Torres Strait Islander cultures

Lead examples of evidence:

- Planning documents, such as meeting records, and/or communications demonstrating leading initiatives to assist colleagues in providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander cultures
- Strategic planning document demonstrating leading the evaluation and revision of learning and teaching programs to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

Standard 2: Know the content and how to teach it

Focus area 2.5: Literacy and numeracy strategies

HAT descriptor: Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.

Lead descriptor: 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.

HAT examples of evidence:

- Evidence-based critiques of literacy and numeracy practices/programs/strategies undertaken and discussed with colleagues
- Student progress records, developed and shared, which demonstrate effectiveness of the numeracy strategies employed
- Professional learning materials developed and used to enhance understanding and use of literacy or numeracy strategies

Lead examples of evidence:

- Policy documents that have been evaluated and revised to lead student literacy and/or numeracy achievement across the school
- Analyses of student literacy data to monitor and evaluate the effectiveness of specific literacy teaching strategies on students' achievement
- Literacy and numeracy programs that have been revised using information gained through monitoring and evaluation

Standard 2: Know the content and how to teach it

Focus area 2.6: Information and Communication Technology (ICT)

HAT descriptor: 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 descriptor: 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.

HAT examples of evidence:

- Screenshots or copies of digital spaces demonstrating modelled blended learning
- Professional learning materials developed and used to build colleagues' capacity to collaborate in virtual environments
- Student feedback collected, analysed and provided to colleagues about students' current use of ICT

Lead examples of evidence:

- Policy, program or procedure documents resulting from discussion and development to support colleagues integrating ICT into their teaching practice
- Professional learning materials developed and used to support colleagues to effectively integrate ICT across the school
- Screenshots or copies of digital spaces demonstrating leadership of the effective use of blended learning across the school

Standard 3: Plan for and implement effective teaching and learning	
Focus area 3.1: Establish challenging learning goals	
HAT descriptor: Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	
Lead descriptor: Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Lesson observation notes demonstrating working with students to set challenging learning goals • Student self and peer assessments used to monitor learner progress and goals over time • Teacher records that describe students' baseline knowledge, including sources of data and its relationship to curriculum objectives 	<ul style="list-style-type: none"> • Individual Learning Plan guides developed to lead colleagues to ensure that all Individual Learning Plans contain explicit and challenging learning goals for each student • Student self and peer assessments developed, used and discussed with colleagues to support students in setting and monitoring challenging goals over time

Standard 3: Plan for and implement effective teaching and learning	
Focus area 3.2: Plan, structure and sequence learning programs	
HAT descriptor: Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	
Lead descriptor: 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.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Learning and teaching programs planned, evaluated or modified with colleagues to enhance student engagement • Learning tasks developed with colleagues to engage students in applying content knowledge to real world problems • Unit/lesson plans developed with colleagues that sequence instruction to assist students to apply new knowledge and make connections within and/or across subjects 	<ul style="list-style-type: none"> • Learning and teaching programs developed by colleagues that have been reviewed to determine their effectiveness in developing students' knowledge, understanding and skills • Guide or process developed to lead the review of the structure and sequence of learning and teaching programs to develop students' knowledge, understanding and skills

Standard 3: Plan for and implement effective teaching and learning

Focus area 3.3: Use teaching strategies

HAT descriptor: Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Lead descriptor: 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.

HAT examples of evidence:

- Professional learning materials developed and used to increase intellectual rigour in classrooms
- Notes from discussions of videoed lessons to assist colleagues to apply effective teaching strategies to develop knowledge, skills, problem solving or critical and creative thinking

Lead examples of evidence:

- Learning and teaching resources developed or adapted with colleagues to review, modify and expand teaching strategies
- Annotated professional learning plan organised for colleagues to assist them to review, modify and expand their repertoire of teaching strategies
- Examples of innovative teaching strategies that were developed and shared to expand colleagues' repertoire

Standard 3: Plan for and implement effective teaching and learning

Focus area 3.4: Select and use resources

HAT descriptor: Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.

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

HAT examples of evidence:

- Student feedback collected, analysed, and shared with colleagues about classroom resources that students find engaging
- A range of teacher-developed learning materials, including ICT, developed with colleagues to engage students in their learning
- Student learning activities and/or learning materials that colleagues have collaboratively developed

Lead examples of evidence:

- Evaluated teaching resources provided to colleagues for their use
- Meeting schedules and communications with colleagues to instigate regular sharing of information about resources, including ICT within and/or beyond the school
- Lesson observation notes that demonstrate exemplary use of resources to facilitate student learning

Standard 3: Plan for and implement effective teaching and learning	
Focus area 3.5: Use effective classroom communication	
HAT descriptor: Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	
Lead descriptor: Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Lesson observation notes to colleagues to provide feedback about their use of verbal and non-verbal communication • Professional learning materials developed and used to increase colleagues' repertoire of verbal and non-verbal communication strategies 	<ul style="list-style-type: none"> • Learning and teaching materials developed, used and shared that demonstrate collaborative strategies to support students' understanding • Professional learning materials developed and used to increase the range of verbal and non-verbal communication strategies being used by teachers across the school

Standard 3: Plan for and implement effective teaching and learning	
Focus area 3.6: Evaluate and improve teaching programs	
HAT descriptor: Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	
Lead descriptor: 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.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Annotated learning and teaching programs using sources of data that indicate the need for review • Meeting notes demonstrating understanding of workplace practices and how they have been applied to the review of learning and teaching programs • Professional learning materials developed and used to support changes to learning and teaching programs 	<ul style="list-style-type: none"> • Learning and teaching programs that have been reviewed and revised using multiple sources of evidence • Policies, procedures and/or communications demonstrating leadership of faculty/stage/school learning and teaching program evaluation • Overview document that summarises the outcome of the school-wide evidence-based review of learning and teaching programs

Standard 3: Plan for and implement effective teaching and learning

Focus area 3.7: Engage parents/carers in the educative process

HAT descriptor: Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Lead descriptor: Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities.

HAT examples of evidence:

- Communications to parents/carers shared with colleagues as strategies for involving parents/carers in classroom and/or school events
- School website screenshots, school newsletter extracts, or information event handouts developed with colleagues to improve parent/carer awareness of classroom or school events
- Reflection notes from student/parent/teacher conferences discussed with colleagues to inform future learning

Lead examples of evidence:

- Samples of communication with parents/carers, including opportunities for parents/carers to give feedback on homework and classroom interactions
- Newsletters that inform parents/carers of educational research, ideas and information
- Parent survey feedback shared with staff and used to inform teaching and learning programs and practices
- Reflection notes from student led parent/teacher conferences used to inform future learning

Standard 4: Create and maintain supportive and safe learning environments

Focus area 4.1: Support student participation

HAT descriptor: Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.

Lead descriptor: 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.

HAT examples of evidence:

- Lesson observation notes that demonstrate modelling inclusive and engaging teaching strategies for colleagues
- Meeting or classroom observation notes demonstrating working with colleagues, including pre-service teachers, to develop classroom environments that are inclusive of all learners

Lead examples of evidence:

- Video clip and written reflections showing the teacher coordinating learning focused student interactions and teaching students how to work together effectively
- Documented classroom procedures and consequences developed with colleagues that inform classroom management and learner behaviours across the school

Standard 4: Create and maintain supportive and safe learning environments**Focus area 4.2: Manage classroom activities**

HAT descriptor: Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.

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

HAT examples of evidence:

- Lesson plans devised and shared with clear and effective lesson transitions and lesson pacing
- Learning and teaching programs, lesson plans or learning materials developed and shared to support effective classroom management

Lead examples of evidence:

- Lesson observation notes by and of colleagues that reference smooth classroom transitions between different learning activities being enacted by the teacher
- Professional learning designed for colleagues on effective classroom management

Standard 4: Create and maintain supportive and safe learning environments**Focus area 4.3: Manage challenging behaviour**

HAT descriptor: Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

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

HAT examples of evidence:

- Lesson observation notes demonstrating highly effective behaviour management strategies
- Meeting notes demonstrating sharing student behaviour management plans that have been developed in consultation with specialist support staff and/or external expertise

Lead examples of evidence:

- Emails or other correspondence or records that show lead role in the implementation and maintenance of school discipline and welfare policies
- Lesson observation notes by and of colleagues that reference the support provided by the teacher to enable students to monitor their own behaviour and each other's in a respectful way

Standard 4: Create and maintain supportive and safe learning environments

Focus area 4.4: Maintain student safety

HAT descriptor: Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.

Lead descriptor: 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.

HAT examples of evidence:

- Written communications, including correspondence, notices and/or school website screenshots, that have been developed to raise awareness of safety concerns
- Lesson and/or excursion plans demonstrating risk management
- Checklists or other records to confirm that current school and/or system, curriculum and legislative requirements are being met

Lead examples of evidence:

- Lesson and/or excursion plans that show identification and mitigation of risks
- Correspondence, meeting records or risk assessment documentation that documents leading role in supporting colleagues to understand and implement appropriate practices
- Professional learning designed for colleagues to update their knowledge around key legislative requirements in respect to student safety and wellbeing

Standard 4: Create and maintain supportive and safe learning environments

Focus area 4.5: Use ICT safely, responsibly and ethically

HAT descriptor: Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

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

HAT examples of evidence:

- Student research tasks developed that provide clear guidelines to students about plagiarism, appropriate use of AI, digital sources, referencing conventions of digital sources and academic integrity
- Learning and teaching programs developed and shared with colleagues that include outcomes to promote the ethical use of ICT

Lead examples of evidence:

- Teaching and learning programs that have been reviewed with colleagues to ensure the explicit inclusion of outcomes to promote the safe, responsible and ethical use of ICT
- Workshops conducted for colleagues on school policy in relation to social media
- Newsletters to parents/carers that include reference to practices that encourage the safe, responsible, and ethical use of ICT

Standard 5: Assess, provide feedback and report on student learning**Focus area 5.1: Assess student learning**

HAT descriptor: 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.

Lead descriptor: 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.

HAT examples of evidence:

- Pre-tests, formative tasks, summative tasks, peer assessment activities, student self-assessment activities and/or verbal or observational assessment strategies that have been developed to diagnose learning needs
- Meeting notes or annotated assessment tasks demonstrating support for colleagues to evaluate the effectiveness of their approaches to assessment

Lead examples of evidence:

- Teaching and learning program documentation highlighting lead role in developing school assessment policy and strategies
- Staff meeting notes that highlight leading role in supporting staff to comply with system assessment requirements
- Professional learning workshops designed for colleagues on data literacy

Standard 5: Assess, provide feedback and report on student learning**Focus area 5.2: Provide feedback to students on their learning**

HAT descriptor: 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.

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

HAT examples of evidence:

- Student work samples that have been assessed to demonstrate a range of effective feedback strategies
- Student feedback collected and analysed to improve the effectiveness of colleagues' feedback to their students

Lead examples of evidence:

- Record of moderation with colleagues to demonstrate students are receiving appropriate feedback aligned with curriculum standards
- Staff meeting notes that reference lead role in implementing student feedback data to improve learning and teacher practice

Standard 5: Assess, provide feedback and report on student learning

Focus area 5.3: Make consistent and comparable judgements

HAT descriptor: Organise assessment moderation activities that support consistent and comparable judgements of student learning.

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

HAT examples of evidence:

- Notes and annotated student responses from moderation meetings to support consistent and comparable judgements
- Student work samples from common assessment tasks designed to assist colleagues in the moderation of assessments

Lead examples of evidence:

- Student work exemplars shared with colleagues and annotated to reflect understanding of assessment marking guides
- Documentation that highlights leading role in the development of common assessment tasks to increase consistency and quality of tasks provided to students

Standard 5: Assess, provide feedback and report on student learning

Focus area 5.4: Interpret student data

HAT descriptor: Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

Lead descriptor: Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

HAT examples of evidence:

- Assessment data that has been annotated with colleagues, including pre-service teachers, to identify strengths and weaknesses in students' understanding to inform future learning and teaching
- Analysis of student assessment data that has been undertaken with colleagues to discern patterns or trends and inform future teaching practice

Lead examples of evidence:

- Description of intervention strategies designed with colleagues for students as a result of data analysis
- Assessment of individual learning plans in relation to achievement of learning outcomes
- School professional learning strategy designed for colleagues that focuses on analysis of school data sets including external assessment

Standard 5: Assess, provide feedback and report on student learning**Focus area 5.5:** Report on student achievement

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

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

HAT examples of evidence:

- Notes from collaborative meetings that focus on quality report writing
- Annotated report comments developed and shared that demonstrate an understanding of reporting requirements

Lead examples of evidence:

- Student assessment report exemplars developed and discussed with colleagues to demonstrate quality reporting to parents
- Professional learning designed for colleagues that focuses on student self-assessment as a strategy to improve practice

Standard 6: Engage in professional learning**Focus area 6.1:** Identify and plan professional learning needs

HAT descriptor: 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.

Lead descriptor: 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.

HAT examples of evidence:

- Meeting notes from discussions between colleagues to support professional development goal setting and improved classroom practice in relation to the APST
- Professional learning plan for improving practice

Lead examples of evidence:

- Record of engagement in professional development courses and professional learning activities including their relevance to identified Standard descriptors
- Journal notes that reference modelling practice with pre-service teachers to improve their practice
- Professional learning designed for colleagues to engage with the APST

Standard 6: Engage in professional learning

Focus area 6.2: Engage in professional learning and improve practice

HAT descriptor: 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.

Lead descriptor: Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

HAT examples of evidence:

- Plan for a pre-service teacher placement that arranges targeted opportunities to develop practice

Lead examples of evidence:

- Professional learning plan that aligns professional learning opportunities to identify professional learning needs and school and/or system priorities

Standard 6: Engage in professional learning

Focus area 6.3: Engage with colleagues and improve practice

HAT descriptor: 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.

Lead descriptor: 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.

HAT examples of evidence:

- Notes from meetings attended demonstrating engagement in professional discussions with employers, employer groups, educational and government agencies and/or professional associations
- Screenshots demonstrating engagement in online educational forums and discussions for the purpose of evaluating practice
- Minutes of professional learning meetings that demonstrate participation in developing an annual professional development plan

Lead examples of evidence:

- Minutes of professional learning committee meetings that reference leading role in the development of the school's professional learning plan
- Records of engagement in regular constructive discussion with colleagues including feedback aimed at supporting improvement in professional practice
- School action research strategy designed and implemented with colleagues to address identified gaps in student learning

Standard 6: Engage in professional learning**Focus area 6.4:** Apply professional learning and improve student learning**HAT descriptor:** Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.**Lead descriptor:** Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.**HAT examples of evidence:**

- Professional learning survey developed and analysed to collect data on the effectiveness of school-based professional learning in addressing student learning needs
- Annotated school-based professional programs evaluated with colleagues to assess the effectiveness of teacher professional learning activities

Lead examples of evidence:

- Student assessment that has informed the choice of professional learning sourced and undertaken within the school
- Professional learning survey developed for colleagues to improve the design and delivery of professional learning that impacts on practice

Standard 7: Engage professionally with colleagues, parents/carers and the community**Focus area 7.1:** Meet professional ethics and responsibilities**HAT descriptor:** Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.**Lead descriptor:** Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.**HAT examples of evidence:**

- Communication that demonstrates high ethical standards regarding privacy of student information
- Meeting notes or communications that have been shared to support colleagues' ethical practice and sound judgement, such as interpretations of school policies, procedures or process for dealing with confidential information

Lead examples of evidence:

- Meeting records, emails and other communications with colleagues that demonstrate expectations and understanding of mandatory reporting requirements
- Training programs initiated and overseen for colleagues to ensure compliance with professional responsibilities
- Mentoring reflections that reference work undertaken with staff members to develop protocols for team meetings

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus area 7.2: Comply with legislative, administrative and organisational requirements

HAT descriptor: Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

Lead descriptor: 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.

HAT examples of evidence:

- Communications to support colleagues in updating their knowledge of legislative, administrative and organisational changes
- Meeting agendas and notes demonstrating participation on internal or external committees to review policies and practices

Lead examples of evidence:

- Professional learning materials developed and used to support compliance with and understanding of legislative, administrative, organisational and/or professional responsibilities
- Performance review documents that have been developed and used and reflect compliance with policy requirements

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus area 7.3: Engage with the parents/carers

HAT descriptor: Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.

Lead descriptor: 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.

HAT examples of evidence:

- Professional communications responding to parents/carers about their children's learning and/or well-being, including translations into the home language for EAL/D families or groups, where relevant
- A range of communications about learning programs, school practices, events and/or assessment that have been developed to meet parent/carer needs

Lead examples of evidence:

- Communication and/or planning documents demonstrating encouragement of parent membership of key committees and groups within the school
- Resources and materials that have been developed and used to support parents'/carers' understanding of their child's learning and development

Standard 7: Engage professionally with colleagues, parents/carers and the community	
Focus area 7.4: Engage with professional teaching networks and broader communities	
HAT descriptor: Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	
Lead descriptor: Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.	
HAT examples of evidence:	Lead examples of evidence:
<ul style="list-style-type: none"> • Letters, invitations, meeting notes and other communications demonstrating contribution to professional networks • Meeting agendas, notes or screenshots demonstrating regular contribution in professional forums, conferences or workshops to broaden knowledge and improve practice 	<ul style="list-style-type: none"> • Professional association conference or event programs demonstrating an active role in the association • Annotated record of activities or leadership roles undertaken in a professional network or networks • Written articles that have been published in professional association journals, newsletters or on websites

