

Proficient Teacher Evidence Guide

For teachers working in

K-12 Schools and Early Childhood Services

Table of Contents

Introduction	3
Purpose of the guide.....	3
Related documents	3
Section 1 Developing your practice	4
Accreditation timeframe.....	4
Support from the Accreditation Supervisor	4
Finalising accreditation	5
Selecting the documentary evidence	5
The principal/service director recommendation	5
Section 2 Elements of documentary evidence	6
Understanding the Standard Descriptors.....	6
Documentary evidence	7
Annotations	8
Observing teacher practice	8
Section 3 Categories of evidence	10
Working with the categories	13
Section 4 Examples of evidence	14
How to use this section	14
Standard 1: Know Students and how they learn.	16
Standard 2: Know the content and how to teach it.	26
Standard 3 - Plan for and implement effective teaching and learning.	36
Standard 4 - Create and maintain supportive and safe learning environments.	47
Standard 5 - Assess, provide feedback and report on student learning.	57
Standard 6 - Engage in professional learning.	66
Standard 7 - Engage professionally with colleagues, parents/carers and the community.	72

Introduction

Accreditation recognises the significance of teaching as a profession, and the position of trust and responsibility that teachers have in society.

Teacher accreditation is the structured process through which teachers are recognised as meeting the [Australian Professional Standards for Teachers](#) (the Standards). The path to Proficient Teacher accreditation is a structured induction into the teaching profession that supports teachers' development of their practice the Standards.

Developing an application for accreditation at Proficient Teacher is drawn from the teacher's regular activities and work. Supported by their Accreditation Supervisor, teachers select and organise documentary evidence to demonstrate their practice and impact against the Standards.

Teachers who have achieved Proficient Teacher accreditation have demonstrated that their practice meets the requirements for full accreditation in NSW.

Purpose of the guide

The Proficient Teacher Evidence Guide (the Guide) is designed to:

- assist teachers in K-12 and early childhood services to confidently use and interpret the Standards to demonstrate and reflect the range of complex, interwoven practices that exist at the Proficient Teacher career stage
- support provisionally and conditionally accredited teachers to select and annotate evidence, plan for observations of practice and work collaboratively with their Accreditation Supervisor as they work towards achieving accreditation at Proficient Teacher
- assist Accreditation Supervisors to support teachers to select appropriate and relevant evidence to demonstrate the Standards at Proficient Teacher, plan for observations of practice and to finalise their accreditation.

Related documents

This guide should be read in conjunction with the:

- [NSW Teacher Accreditation Manual](#) (TA Manual)
- [Australian Professional Standards for Teachers](#) (the Standards)
- [relevant Applying for Proficient Teacher Accreditation Procedures](#)

Section 1 Developing your practice

Learning to be a teacher is a complex process that is embedded in regular teaching practice. Provisionally and conditionally accredited teachers develop their practice through their work in a school or service by participating in a range of professional activities. They learn, practise and refine the elements of their professional role while actively teaching.

Accreditation timeframe

Provisionally and conditionally accredited teachers must be employed in a school or service for a period long enough to develop and demonstrate their practice at the level of the Standards and long enough for a principal or service director to make a valid and reliable judgement about their practice.

As a guide, a minimum of 160 days of teaching should give a provisionally or conditionally accredited teacher adequate opportunity to meet the accreditation requirements. For teachers employed on a casual basis, a continuous block of six to ten weeks in a single school or service within the 160 days may assist the principal or service director to make a recommendation about Proficient Teacher accreditation.

The maximum timeframes for achieving Proficient Teacher accreditation are outlined in the table below.

Maximum timeframes to achieve Proficient Teacher accreditation

	Provisionally accredited teachers	Conditionally accredited teachers
Full-time teachers	3 years	4 years
Casual or part-time teachers	5 years	6 years

Support from the Accreditation Supervisor

Teachers are supported to develop their teaching practice by working with their nominated Accreditation Supervisor over the period of their accreditation time frame.

Accreditation Supervisors do not make the accreditation decision. Instead, they work directly with provisionally and conditionally accredited teachers to plan and manage all aspects of their application for accreditation at Proficient Teacher. They support teachers to:

- examine and reflect on their own practice to evaluate and determine whether their professional knowledge, practice and the professional activities they engage in authentically represent the level of teaching practice at the Proficient Teacher career stage
- progress, develop, understand and demonstrate the practice described in the Standards at Proficient Teacher
- develop and select appropriate documentary evidence of practice and impact
- write effective annotations for selected items of evidence
- respond to feedback, including feedback from reviews of annotated evidence
- identify and plan relevant professional learning
- collaborate with colleagues who have expertise in a wide range of teaching practices
- plan and arrange and write a [report](#) on their observation of practice, including the three phases of observation: planning, observing and feedback.

Finalising accreditation

Teachers should initiate a discussion with their Accreditation Supervisor about finalising their accreditation no later than three months before the end of their maximum accreditation timeframe.

When the teacher and their Accreditation Supervisor agree that the teacher's practice meets the Standards for Proficient Teacher, the teacher will start the process of finalising their accreditation by submitting the agreed upon selection of annotated documentary evidence in their NESAs online account (eTAMS).

Selecting the documentary evidence

The documentary evidence selected by a teacher should be authentic, drawn from the teacher's regular practice and work and not contrived for the purpose of accreditation.

To finalise accreditation the teacher needs to submit:

- 5-8 items of annotated documentary evidence that their Accreditation Supervisor has agreed will be submitted for accreditation at Proficient Teacher
- a report on an observation of practice completed by their Accreditation Supervisor.

Collectively, a teacher's documentary evidence and observation report must:

- address at least one Proficient Teacher Standard Descriptor from each of the seven Standards
- demonstrate their engagement in a range of professional activities.

The principal/service director recommendation

The role of the principal or service director is to make a recommendation to NESAs about the teacher's accreditation at Proficient Teacher based on the teacher's annotated documentary evidence, observation report and Accreditation Supervisor declaration.

Section 2 Elements of documentary evidence

Understanding the Standard Descriptors

The Standards identify the characteristics and establish the benchmarks of effective teaching practice that impacts on and improves student and child learning outcomes at each career stage. An effective teacher integrates and applies the knowledge, practice and professional engagement outlined in the Standard Descriptors to create teaching and learning environments that make learning engaging and highly valued.

Standard Descriptors can be analysed with the understanding that they consist of the following components:

- **focus** – identifies a specific aspect of teaching practice for that Standard Descriptor across all career stages.
- **actions** – identifies aspects of teacher action and behaviour, and includes verbs such as plan, select, use, evaluate, apply knowledge, organise, design, structure, develop, understand and participate. Demonstrating teacher actions in evidence and annotations is key to demonstrating the level of practice required at Proficient Teacher.
- **practice** – identifies specific professional skills, behaviours and the application of knowledge shaped by context, teacher experience and belief, and informed by theoretical and practical knowledge.
- **impact** – identifies the change or result or outcome of the specific teaching practices identified in each Standard Descriptor. Inherent in each Standard Descriptor is an outcome or impact that may be explicit or inferred. The impact of teaching practice should be apparent in the annotated documentary evidence.

The following questions may assist teachers to identify the actions taken in relation to a Standard Descriptor:

- What did you do?
- Why did you do it?
- How did you do it?

Example: Unpacking the components in a Standard Descriptor

Standard Descriptor 2.5.2: Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

- **Focus:** literacy and numeracy strategies
- **Action:** apply knowledge and understanding
- **Practice:** effective teaching strategies
- **Impact:** support students' literacy and numeracy achievement

Teachers should examine the Standard Descriptors in detail to determine whether:

- the practice demonstrated in their annotated documentary evidence is consistent with the practice identified in the Standard Descriptor
- the relationship between practice and impact is demonstrated fully and effectively.

Documentary evidence

Teachers work with their Accreditation Supervisor to submit 5-8 items of documentary evidence as a representative sample that effectively demonstrate the teacher's practice at Proficient Teacher.

Documentary evidence may be included as individual items or sets. A set is formed by combining a group of items or excerpts of items that are related by a general theme, such as units of work, assessment tasks, and/or feedback, and/or evaluation.

For example, a school-based evidence set might include a lesson plan or unit of work that has been evaluated by the teacher, related student work samples and assessment tasks with teacher feedback to student/s.

The organisation of documentary evidence into evidence sets:

- can provide a strong, comprehensive picture of the sequencing of a teacher's practice and how it impacts on students or children's learning
- may more effectively demonstrate the full complexity of the nominated Standard Descriptor/s.

Teachers should carefully consider whether a single item of evidence can fully demonstrate the complexity of both practice and impact identified by a Standard Descriptor, or whether additional evidence, or sets of evidence, is needed to completely demonstrate the Standard Descriptor, as suggested in the *Integrated examples of evidence linking teaching practice and impact*.

Teachers are not required to collect an example of documentary evidence for all 37 Standard Descriptors. Collectively, the evidence submitted must address at least one Standard Descriptor from each of the seven Standards for Proficient Teacher.

Selecting effective documentary evidence

Teachers should be discerning in their selection of documentary evidence and only include evidence that is relevant to and addresses all aspects of the selected Standard Descriptor/s. The selection and organisation of the 5-8 annotated items or sets of documentary evidence should reflect a teacher's own context, practice and role.

Teachers must assign between 2-4 Standard Descriptors to each item or set of documentary evidence. Each item or set of evidence should be selected to demonstrate the practice and impact identified in the selected Standard Descriptors.

Documentary evidence is annotated to explain the link between the evidence selected and the Standard Descriptor/s, including an analysis of the impact of practice on student or child learning progress and achievement.

Teachers should ensure:

- each item of documentary evidence accurately demonstrates the practice identified in the selected Standard Descriptor
- the application of their practice at Proficient Teacher is visible in each item of documentary evidence
- examples of the impact of their practice on student or child learning are included in the collection of documentary evidence, such as student or child work samples with teacher feedback

- examples of professional reflection are included in the collection of documentary evidence and/or annotations
- documentary evidence and annotations demonstrate:
 - how the evidence was developed
 - what programs/initiatives/activities/innovations/processes the evidence is connected to
 - the scope of impact of the evidence.

Teachers should not rely on making claims in the annotations that are not supported or demonstrated by the documentary evidence.

Annotations

Effective annotations explain how the teacher used an item of evidence to demonstrate the practice described in the selected Standard Descriptors at Proficient Teacher. While teachers may collect a number of evidence items over the course of their accreditation period, they only need to annotate and submit 5-8 items of evidence when finalising their accreditation.

The purpose of annotations is to:

- explain how and why the selected documentary evidence fully demonstrates the practice and impact identified in the nominated Standard Descriptor/s
- demonstrate that the teacher has the necessary understanding of practice described by the Standard Descriptors.

Characteristics of effective annotations

Effective annotations do more than describe or provide a summary or description of the documentary evidence. The annotation should provide enough detail so that others outside of the teacher's context can understand the evidence and the teacher's practice.

Effective annotations clearly explain:

- what the evidence is, including the context or brief outline of the evidence (such as what, who, when, why, how)
- the how, why and where in the documentary evidence the:
 - **practice identified** in the selected Standard Descriptors is demonstrated (is located)
 - **impact of the practice** on student or child learning progress and achievement, relevant to the selected Standard Descriptors is demonstrated (is located)
- the link between the documentary evidence of practice and impact against the practice and impact identified in the nominated Standard Descriptor/s. Teachers should not make claims in the annotations that are not demonstrated or supported by the documentary evidence.
- the teacher's role in the development, use or implementation of items of documentary evidence, where applicable, to make their practice visible
- the impact of practice on student or child learning progress and achievement.

Consistent use of technical language and an understanding of the Standards and Evidence Guide will assist teachers to avoid description and identify how the Standard Descriptor has been achieved.

Observing teacher practice

In addition to the 5-8 items of documentary evidence, teachers submit a report on an

observation of their practice written by their Accreditation Supervisor to finalise their accreditation.

A teacher's colleagues may observe their practice on a number of occasions during their accreditation timeframe. However, the Accreditation Supervisor must write the observation report that the teacher submits to finalise their accreditation.

The observation report must include:

- a record of the discussion between the Accreditation Supervisor and teacher prior to the observation, including details of the negotiated and agreed lesson/teaching and learning experience to be observed
- the 2-4 Standard Descriptors the Accreditation Supervisor and teacher have agreed will be the focus of the observation
- a written account by the Accreditation Supervisor on the observation of the teacher's practice, referencing the agreed Standard Descriptors
- the teacher's reflection on their teaching practice
- the Accreditation Supervisor's written feedback to the teacher following the observation.

NESA has published an observation report [template](#) that Accreditation Supervisors are encouraged to use. The template is not mandatory, and an Accreditation Supervisor can write their report in another format if they prefer provided it includes all the requirements listed above.

Section 3 Categories of evidence

Teachers need to submit evidence that demonstrates their engagement in a range of professional activities. The table below outlines categories of evidence that teachers can use to ensure that the evidence they collect and submit demonstrates their practice across the domains of Professional Knowledge, Professional Practice and Professional Engagement.

Included in the table are examples of the types of evidence in each category that may demonstrate practice at Proficient Teacher.

Category	Examples of evidence
1. Learning and teaching programs	<ul style="list-style-type: none">term, semester or year curriculum programslesson/learning plans/lesson sequencesacross year level subject planning documentsresources, tasks and activities developed and implemented into teaching and learning strategiesuse of models of learning to develop teaching and learning programs and activitiespersonalised plansannotated adjustments of lesson or learning plans/programs for differentiated teaching and learninguse of data to inform differentiation in programming and development of personalised plans
2. Observations of teaching students or children	<ul style="list-style-type: none">Accreditation Supervisor's notes of lesson observation, with teacher reflectionpre-/post-observation meeting and discussion recorddocumented observations of specific teacher practice/requirementsdocumentation of observed student or child classroom behaviours/expectations/learningobservation notes on a range of strategies used to manage classroom behaviourreflection of lesson observations by other colleagues and resulting planning of professional learning needs

Category	Examples of evidence
<p>3. Reflection and feedback on teaching practice</p>	<ul style="list-style-type: none"> ▪ student or child conference outcomes ▪ record of feedback given to students or children ▪ teacher records of feedback for specific students or children over time ▪ parent/carer and teacher interview records including preparation, outcomes and actions ▪ observation of teacher conducting parent/carer meetings and/or other non-classroom practice ▪ meeting logs and notes ▪ notes of formal and informal communication with parents/carers ▪ implementation of report writing procedures ▪ documentation of parent/carer feedback ▪ student or child survey and profile data ▪ student or child reflections and feedback ▪ analysis and evaluation of teaching and learning programs and/or lesson plans ▪ analysis of effectiveness of assessment tools and strategies ▪ audit of the physical classroom/learning environment or layout modification ▪ reflection of student or child learning data and identified needs and the impact on planning
<p>4. Assessment and reporting on student or child learning outcomes</p>	<ul style="list-style-type: none"> ▪ teacher records of student or child data ▪ assessment plan/schedules demonstrating linkages to curriculum ▪ assessment tools, tests and strategies developed and implemented ▪ student or child work samples demonstrating learning over time ▪ student or child work samples related to teaching and learning/assessment strategies ▪ documentation of observed student or child learning ▪ data demonstrating value adding to student or child learning ▪ student or child directed intentions ▪ mapping of student or child learning and growth data ▪ interpretation of data to inform differentiation of assessment strategies

Category	Examples of evidence
<p>5. Collaboration and communication</p>	<ul style="list-style-type: none"> ▪ documents outlining collaborative planning and preparation ▪ team teaching planning documents ▪ resources developed collaboratively and/or shared with colleagues ▪ evidence of participation in assessment moderation activities ▪ documents relating to involvement in school/ service policy and strategy development and/or its implementation ▪ evidence of community contact and involvement ▪ development, organisation and implementation of student or child wellbeing and safety specific programs ▪ contribution to development of policies and procedures ▪ development records and risk assessment implementation in planning internal/external school or service activities ▪ implementation of school or service and system policies and procedures with the use of information and communications technology (ICT)
<p>6. Professional learning</p>	<ul style="list-style-type: none"> ▪ professional learning plan/journal ▪ review and reflection on completed professional learning ▪ records of meetings/discussions with Accreditation Supervisor/colleagues regarding professional learning needs ▪ action research project plans or outcomes/observation records from learning walks ▪ contribution to professional association activities ▪ presentations prepared and delivered for colleagues ▪ undergraduate and postgraduate studies relevant to teaching ▪ professional reading log and reflections or record of implementation which outlines the impact on teaching and student or child learning ▪ completion and implementation of school or service/ system induction processes

Working with the categories

An item of evidence from one category can be used to represent more than one Standard Descriptor across the Standards. One effective item of evidence could provide evidence for a range of Standard Descriptors.

For example, excerpts from teaching and learning programs may demonstrate how the teacher:

- organises content into coherent, well-sequenced teaching and learning programs (Standard Descriptor 2.2.2)
- applies knowledge and understanding of effective teaching strategies to support students' literacy and numeracy assessment (Standard Descriptor 2.5.2)
- uses effective teaching strategies to integrate ICT into teaching and learning programs to make selected content relevant and meaningful (Standard Descriptor 2.6.2).

Likewise, a self-reflection and feedback document may show:

- participation in professional and community networks and forums to broaden knowledge and improve practice (Standard Descriptor 7.4.2)
- participation in learning to update knowledge and practice targeted to professional needs and school or service or system priorities (Standard Descriptor 6.2.2)
- evaluation of personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning (Standard Descriptor 3.6.2).

Section 4 Examples of evidence

How to use this section

The Guide has examples of teaching practice and documentary evidence relating to both K-12 schools and early childhood settings. The examples of teaching practice link to suggested documentary and observation-based evidence, but not all Standard Descriptors are suitable for observation.

It is important to note that the examples of integrated evidence linking practice and impact support teachers to demonstrate the complexity of the Standard Descriptors. The examples of documentary evidence included in the Guide are not definitive or exhaustive and should not be applied in a prescriptive way, used as a checklist or as fixed examples to demonstrate the Standards at Proficient Teacher.

Achievement of the Standards can be demonstrated in a variety of ways and will depend on the applicant's context, including:

- their role and areas of responsibility
- the strengths, needs, interests and ages of their students or children
- the school or service type, size and location
- the local community.

The examples of teaching practice and documentary evidence support Accreditation Supervisors, principals and service directors to make holistic judgements about Proficient Teacher accreditation.

Structure of the examples

The section is structured around the Standards. The advice for each Standard Descriptor is structured as follows:

- Focus
- Standard Descriptor
- Examples of integrated evidence linking teaching practice and impact
- Examples of evidence

Each Standard Descriptor has:

- two examples of integrated evidence linking teaching practice and impact
- a range of examples of evidence for K-12 and early childhood teachers. The *examples of evidence* may or may not be as complex or comprehensive as the examples of integrated practice to fully address the practice and impact identified by a Standard Descriptor.

Teachers, in collaboration with their Accreditation Supervisor, will determine how best to use their selected evidence to demonstrate the practice and impact of practice identified in each Standard Descriptor.

The Examples of integrated evidence linking teaching practice and impact:

- help teachers and Accreditation Supervisors understand the links between professional skills and knowledge, teacher actions, teaching practice and impact identified in each Standard Descriptors

- break down the complexity of each Standard Descriptor, as described in [Understanding the Standard Descriptors](#) into a suggested sequence or series of related documentary evidence.
- provide a model or approach to fully demonstrating each Standard Descriptor.
- support a consistent view of effective teaching practice in different contexts
- provide a basis for discussion of effective teaching practice and the impact of that practice.

The Examples of evidence for K-12 schools and early childhood services:

- expand the types of documentary evidence considered relevant to the practice and impact identified in each Standard Descriptor.
- describe items of evidence that teachers can use to demonstrate how their practice meets specific Standard Descriptors
- identify types of evidence that could be used to demonstrate a teacher's practice and impact on student or child learning outcomes
- support teachers to choose documentary evidence that demonstrates their practice and impact at Proficient Teacher.

Standard 1: Know Students and how they learn.

Focus

Physical, social and intellectual development and characteristics of students

Standard Descriptor 1.1.2

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- is familiar with a range of teaching strategies to support students'/children's physical social and intellectual development and target different areas of student or child learning
- seeks background information from colleagues about students or children to identify students'/children's physical, social and intellectual development and characteristics
- tracks student or child learning progress, using observation and/or formative and summative assessment data, to evaluate the impact of teaching strategies to address identified physical, social and intellectual development and characteristics and improve student or child learning.

Example 2

A Proficient Teacher:

- participates in planning meetings with colleagues about the physical, social and intellectual development and characteristics of individual students or children and their learning needs to inform future planning, teaching decisions and strategies
- selects from a range of teaching strategies to support students'/children's physical, social and intellectual development
- reflects on and evaluates the impact of teaching practices to address students'/children's physical, social and intellectual development and characteristics and improve student or child learning

Observation

The Teacher modifies task instructions and/or language to suit the developmental stages and characteristics of all students or children.

The Teacher structures and adjusts lesson content/learning experience where required to meet identified physical, social and intellectual development and characteristics.

Examples of evidence K-12 teachers

- Personalised learning plan identifying teaching strategies used to improve student learning by addressing known physical, social and intellectual needs and characteristics.
- Units or lesson plans demonstrating use of modified teaching strategies to address specific needs/interests of students based on knowledge of their physical, social and intellectual development and characteristics.
- Teaching and learning programs or individual lesson plans incorporating a variety of teaching and learning strategies and activities (e.g. differentiated activities, collaborative learning, ICT,

higher-order thinking, problem solving) addressing specific syllabus outcomes or objectives and developed to support students' physical, social and intellectual development.

- Evaluation of selected teaching strategies developed to support students' physical, social and intellectual development, to gauge the effectiveness of teaching practice to improve student learning.
- Records of student learning data, tracking learning progress from pre- and post-assessments to increase teacher knowledge of student physical, social and intellectual development and characteristics.
- Collaboration log or meeting agenda notes from working with specialist teachers, aides or colleagues to inform the selection of teaching strategies appropriate to students' physical, social or intellectual development and characteristics.
- Differentiated teaching strategies and resources developed to support students' physical, social and intellectual development.
- Personalised learning plans that include reflection and analysis on the effectiveness of teaching strategies to address individual student physical, social and intellectual development and characteristics and improve learning.

Examples of evidence early childhood teachers

- Formative and summative records of children's learning and development identifying physical, social and intellectual development and characteristics of children.
- Plans for learning and play incorporating teaching strategies and practices that respond to children's diverse learning strengths and needs, individual learning interests and known physical, social and intellectual characteristics to improve learning engagement.
- Records of individual child learning journeys and development, analysing the effectiveness of teaching strategies to optimise learning progress using knowledge of physical, social and intellectual development and characteristics.
- Plans for learning opportunities and play, including routines and transitions, addressing known physical, social and intellectual development and characteristics of children individually and in groups.
- An ongoing cycle of planning based on observations of children's learning development, addressing the known physical, social and intellectual development and characteristics of all children.
- Critically reflective notes about the physical, social and intellectual development and characteristics of individual children and their learning strengths and needs to inform future planning, teaching decisions and strategies.
- Analysis of the effectiveness of teaching decisions, strategies and care routines implemented to improve learning based on knowledge of children's physical, social and intellectual development and characteristics.
- Reflective evaluations of a range of teaching strategies implemented to improve child learning based on knowledge of physical, social and intellectual development and characteristics.

Focus

Understand how students learn

Standard Descriptor 1.2.2

Structure teaching programs using research and collegial advice about how students learn.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- undertakes personal research and records discussions and/or feedback from colleagues mentors and/or the Accreditation Supervisor to build professional knowledge about how students or children learn
- applies research-based knowledge and colleague's advice about how students or children learn to structure lessons/learning experiences, day plans and/or teaching and learning programs
- seeks feedback and reflects on effectiveness of the application of professional knowledge about how students or children learn to inform teaching practice and future planning.

Example 2

A Proficient Teacher:

- undertakes personal research about how students or children learn
- engages with colleagues for advice and feedback to broaden understanding about how students or children learn to identify student or child learning needs
- applies and evaluates the impact of a wide range of evidence-based teaching practices to meet identified student or child learning needs.

Observation

The teacher implements a variety of evidence-based teaching practices about how students or children learn (including but not limited to connected lesson delivery, inclusive or differentiated lesson/learning experiences, higher-order thinking skills or appropriate practical activities).

The teacher uses explicit teaching strategies in the classroom/learning environment that reflect the application of a research-based understanding of how students or children learn.

Examples of evidence K-12 teachers

- Program planning and teaching and learning activities informed by research-based knowledge of subject pedagogies and how students learn.
- Teaching programs that identify how research-based advice from colleagues has informed modifications and adjustments to meet student learning needs.
- Teaching programs, units of work or lesson plans which identify the implementation of research and collegial advice about how students learn.
- Planning documents that reference professional reading identifying how research about how students learn will structure future teaching programs.
- Notes or documented reflections made in meetings with a mentor, Accreditation Supervisor or colleagues about using research about how students learn to structure teaching programs.
- Notes from research-based professional learning about strategies for enhancing student learning, including identifying the application of new strategies to revised teaching programs.

- Analysis of student learning data identifying improvements resulting from research-based changes to teaching programs.
- Learning materials developed by the teacher demonstrating the implementation of research-based evidence and understanding of how students learn.

Examples of evidence early childhood teachers

- Plans for learning and play that reflect evidence of current research about how children learn and develop.
- Meeting notes or minutes identifying where the teacher has sought advice from colleagues or led reflective conversations using research-based knowledge about how children learn, to revise and structure teaching programs.
- Records of consultations with colleagues and advice from other professionals in relation to children's learning and development, applied to the structure of teaching and learning programs.
- Annotated reading log showing engagement with current research literature about how children learn applied to the development of teaching and learning programs.
- Reflective notes demonstrating participation in professional learning focussed on children's learning and development, applied to the structure of teaching programs.
- Analysis of children's learning information (data) identifying improvements resulting from research-based changes to teaching programs.

Focus

Students with diverse linguistic, cultural, religious and socio-economic backgrounds

Standard Descriptor 1.3.2

Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- identifies the learning strengths and needs of students or children from a range of linguistic, cultural, religious and socio-economic backgrounds
- develops and uses evidence-based teaching strategies responsive to the learning strengths and needs of students'/children's' linguistic, cultural, religious and socio-economic backgrounds
- uses knowledge of diverse linguistic, cultural, religious and socio-economic backgrounds to evaluate the impact of teaching strategies implemented to respond to learning needs of students or children.

Example 2

A Proficient Teacher:

- analyses documents, such as enrolment data and personalised plans to design teaching strategies responsive to learning strengths and needs of students or children from diverse linguistic, cultural, religious and socio-economic backgrounds

- undertakes lesson/learning experience observation/s with colleagues to inform feedback discussion/s on the implementation of selected teaching strategies to meet the learning strengths and needs of students or children from diverse linguistic, cultural and religious socioeconomic backgrounds
- makes notes and reflects on feedback from colleagues to inform future planning and modifications to teaching strategies to meet the learning strengths and needs of students or children from diverse linguistic, cultural and religious socioeconomic backgrounds.

Observation

The teacher uses language and designs and implements resources to address learning strengths and needs of students or children from diverse linguistic, cultural, religious and socio-economic backgrounds.

The teacher structures lesson/learning experience content delivery using teaching strategies specific to the learning strengths and needs of students or children from diverse linguistic, cultural, religious and socio-economic backgrounds.

Examples of evidence K-12 teachers

- Personalised plans for students from diverse linguistic, cultural, religious or socioeconomic backgrounds, that include teaching strategies designed to address diagnosed learning strengths and learning needs of students.
- Teaching and learning programs outlining teaching strategies and learning activities designed to celebrate and build knowledge of the range of linguistic, cultural and religious diversity in the classroom.
- Teaching and learning programs that include outlines of lesson content, learning structure and teaching strategies designed to address the identified learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
- Teaching and learning programs developed in collaboration with colleagues, identifying how these are designed to impact on the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
- Support materials designed and developed by the teacher to assist the implementation of teaching strategies addressing the identified learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
- Lesson plans that include an evaluation of the impact of teaching strategies implemented to respond to the diagnosed learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds, to inform future planning.

Examples of evidence early childhood teachers

- Plans for learning and play identifying the implementation of teaching strategies and content designed to address the identified learning strengths and needs of children from diverse linguistic, cultural and religious socioeconomic backgrounds of the students.
- Plans for learning and play that document teacher reflections on the effectiveness of teaching strategies to address identified learning strengths and needs of children from diverse linguistic, cultural, religious, and socio-economic backgrounds.
- Plans for learning and play and/or teaching and learning programs, evaluating the impact of teaching strategies used to address the learning strengths and needs of children from diverse linguistic and/or cultural and/or religious and/or socioeconomic backgrounds.

- Teaching resources designed by the teacher to support the implementation of teaching strategies addressing the learning strengths and needs of children from diverse linguistic, cultural, religious and socio-economic backgrounds.
- Plans for learning and play that include the evaluation of the impact of teaching strategies implemented in response to the diagnosed learning strengths and needs of children from diverse linguistic, cultural, religious and socio-economic backgrounds to inform future planning.

Focus

Strategies for teaching Aboriginal and Torres Strait Islander students

Standard Descriptor 1.4.2

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- seeks background information relating to the local community and cultural setting, linguistic background and histories of Aboriginal and/or Torres Strait Islander students or children.
- uses background information to select evidence-based teaching strategies that are responsive to the individual learning strengths and needs of Aboriginal and/or Torres Strait Islander students/children.
- evaluates the impact of teaching strategies implemented that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and/or Torres Strait Islander students or children to address their learning strengths and needs.

Example 2

A Proficient Teacher:

- uses knowledge of NSW curriculum/EYLF to inform the design of teaching programs that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and/or Torres Strait Islander students or children and their learning strengths and needs.
- uses a range of current, research-based teaching strategies, guided by advice from Elders and/or community representatives, to implement strategies that are responsive to the learning strengths and needs of Aboriginal and/or Torres Strait Islander students or children.
- evaluates the impact of teaching strategies implemented to address the learning strengths and needs of Aboriginal and/or Torres Strait Islander students or children and support learning growth and achievement.

Observation

The teacher uses a range of evidence-based teaching strategies and/or teacher-developed learning materials that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and/or Torres Strait Islander students or children.

The teacher uses a range of evidence-based differentiated teaching strategies based on knowledge of local community and cultural settings, linguistic background and histories to support

the learning growth and achievement of Aboriginal and/or Torres Strait Islander students or children.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs or lesson plans that include teaching strategies that are responsive to the local community and cultural settings, linguistic background and histories of Aboriginal and/or Torres Strait Islander students.
- Personalised learning negotiated with Aboriginal and/or Torres Strait Islander students, involving parents/carers, that include teaching strategies informed by knowledge of local community and cultural settings and linguistic background and histories.
- Lesson plans, teacher notes or communications documenting planning and/or delivery in partnership with the local Aboriginal community or Aboriginal Education officers, that identify teaching strategies for Aboriginal and/or Torres Strait Islander students that support learning growth and achievement.
- Teaching programs or lesson plans that have been designed to be responsive to the local community and cultural settings, linguistic background and histories of Aboriginal and/or Torres Strait Islander students.
- Feedback from students and/or parents/carers or student observation notes that demonstrate implementation and evaluation of the effectiveness of teaching strategies on the learning growth and achievement of Aboriginal and/or Torres Strait Islander students.

Examples of evidence early childhood teachers

- Plans for learning and play that include teaching strategies that are responsive to the local community and cultural settings, linguistic background and histories of Aboriginal and/or Torres Strait Islander children, designed to impact learning growth and achievement.
- Evidence of collaboration with colleagues, Aboriginal Elders or community members, and other relevant professionals, to design and implement teaching strategies that are responsive to the local community and cultural settings, linguistic background and histories of Aboriginal and/or Torres Strait Islander children.
- Plans for learning and play that include teacher reflection and analysis on the impact of teaching strategies that are responsive to the local community and cultural settings, linguistic background and histories of Aboriginal and/or Torres Strait Islander children, to inform future planning.
- Plans for learning and play, teacher notes or communications documenting team teaching and collaborative planning with colleagues, Aboriginal support workers or local community representatives, that identify teaching strategies for Aboriginal and/or Torres Strait Islander children designed to impact learning growth and achievement.

Focus

Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Standard Descriptor 1.5.2

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- collaborates with colleagues to identify specific student or child learning needs and plan for differentiated content, lesson/learning experience delivery and learning activities
- uses modified and differentiated teaching strategies and practices to meet the specific learning needs of students or children across the full range of abilities (including but not limited to, multilevel instruction, content, process or product adjustments, provision of modified tasks, enrichment and acceleration, child or teacher led play and activities)
- sequences lesson/learning experience pace and organises teaching activities to impact student or child learning progress and achievement across the full range of abilities.

Example 2

A Proficient Teacher:

- works with specialist colleagues (including special education teachers, gifted and talented teachers, early intervention workers, and EAL/D teachers) to develop and implement a variety of revised instructional approaches and differentiated teaching strategies
- links NSW curriculum/ELYF with specific differentiated teaching strategies and practices to meet the learning strengths and needs of students or children across the full range of abilities
- evaluates the impact of differentiated teaching strategies on specific learning strengths and needs of students or children across the full range of abilities to inform future planning.

Observation examples

The teacher uses a range of differentiated teaching activities and instructional approaches to support identified learning strengths and meet the specific learning needs of students or children across the full range of abilities.

The teacher provides students or children with equitable, differentiated opportunities to apply knowledge and skills, express their understanding or explain a skill they have learned.

The teacher makes intentional decisions about care routines that respond to the specific learning and development needs of students or children across the full range of abilities.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs or lesson plans linked to NSW curriculum outcomes, identifying a variety of differentiated teaching and learning activities and resources to meet the specific learning strengths and needs of students across the full range of abilities.
- Personalised plans developed in collaboration with specialist teachers (e.g., EAL/D teacher, School Counsellor, Aboriginal Education Officer, gifted and talented teacher, Special Education Teacher), analysing the impact of differentiated teaching strategies implemented to meet the diagnosed learning strengths and needs of students across the full range of abilities.
- Teaching and learning programs or lesson plans identifying the evidence-based rationale for differentiated teaching activities selected to address specific learning strengths and needs across the full range of students.
- Annotated assessment tasks and associated student work samples from a diverse range of students, evaluating teaching activities developed to impact learning progress and achievement across the full range of students.

Examples of evidence early childhood teachers

- Plans for learning and play, linked to EYLF, evaluating a range of differentiated teaching activities developed to meet the learning strengths and needs of children across the full range of abilities.
- Plans for a range of differentiated teaching activities/experiences, developed through collaborative planning or consultation with other professionals or specialist staff from relevant agencies, including speech therapists, occupational therapists and/or psychologists, to address specific learning strengths and needs of children across the full range of abilities.
- Differentiated plans for teaching activities that include routines and transition times responsive to individual children's learning strengths and needs, rhythms, and sleep patterns.
- Plans for learning and play incorporating differentiated teaching strategies designed to address the participation of children across the full range of abilities.
- Evidence of the selection, implementation and evaluation of differentiated resources and adaptive and assistive technologies to support participation and meet the specific learning strengths and needs of children across the full range of abilities.
- Teacher notes from meetings with families, specialists, support teams and services informing the design and implementation of plans for learning and play, incorporating differentiated strategies to meet the specific learning strengths and needs of children across the full range of abilities.

Focus

Strategies to support full participation of students with disability

Standard Descriptor 1.6.2

Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- seeks information from colleagues, specialists and/or support teams to increase and/or update knowledge of teaching activities/experiences to support the learning needs of students or children with disability
- uses knowledge and understanding of policies and legislative requirements in combination with collegiate advice and evidence-based research, to design teaching activities/experiences to support the participation and learning of students or children with disability
- evaluates the impact of teaching activities/experiences, including resources and/or adaptive and assistive technologies, used to support participation and learning of individual students or children with disability

Example 2

A Proficient Teacher:

- meets with specialist colleagues, parents/carers, students or children and/or support teams and services to develop personalised plans to support the participation and learning of students or children with disability

- knows and applies relevant school/sector/service and legislative requirements to the design/implementation of teaching activities/experiences to support the participation and learning of students or children with disability
- evaluates the impact of teaching activities/experiences and strategies implemented to support the participation and learning of students or children with disability to inform future planning.

Observation

The teacher uses clearly established routines to support all students or children in the classroom/learning environment to develop conduct and behaviours that support the participation and learning of students with disability.

The teacher ensures that teaching activities/experiences are suited to the full range of student or child learning strengths and needs in the classroom/learning environment and makes adjustments where required to support the learning and participation of students or children with disability.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs or lesson plans, identifying where relevant policy and legislative requirements are met, incorporating specific teaching activities and strategies to support the participation and learning of students with disability.
- Personalised plans developed for students with disability that include teacher notes analysing the impact of evidence-based teaching strategies and activities to support the participation and learning of students with disabilities.
- Notes of meetings with parents/carers, specialists, support teams and services used to collaboratively inform the development and implementation of teaching activities to support the participation and learning of students with disability.
- Teacher's notes or annotations to teaching activities and strategies indicating where policy and legislation requirements are met to support the learning and participation of students with disability.
- Student work samples/learning tasks, assessment, feedback and/or observation data demonstrating learning achievement and participation for students with disability, analysed to inform future planning.

Examples of evidence early childhood teachers

- Plans for learning and play identifying teaching activities/learning experiences and strategies that meet policy and legislative requirements to support the participation of children with disability.
- Individual learning plans developed for children with disability to support learning and participation responsive to policy and legislative requirements.
- Analysis of the selection, implementation and impact of resources and adaptive and assistive technologies to support the learning and participation of children with disability.
- Teacher notes of meetings with families, specialists, support teams and services, applied to the design and implementation of plans for learning and play that support the participation and learning of children with disability.
- Critical reflection on plans for learning and play and/or records of conversations with families and/or evaluation of children's learning and participation to identify instances of best practice to support the participation and learning of children with disability.

Standard 2: Know the content and how to teach it.

Focus

Content and teaching strategies of the teaching area

Standard Descriptor 2.1.2

Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- knows the relevant NSW curriculum/ EYLF requirements and content
- develops a variety of teaching strategies and activities/experiences to engage students or children in their learning
- reflects on the impact of teaching strategies and activities/experiences on student or child engagement by evaluating changes in student or child content knowledge, learning progress and achievement.

Example 2

A Proficient Teacher:

- uses knowledge of NSW curriculum/ EYLF and related teaching strategies to engage in and contribute to collegial planning and preparation of teaching and learning programs and/or lesson plans/plans for learning and play
- engages in personal research and professional learning to identify teaching strategies and activities/experiences proven to engage students or children in learning
- evaluates the impact of teaching strategies and activities/experiences on student or child engagement to inform future planning.

Observation

The teacher engages students or children through meaningful and connected activities/experiences to deepen their understanding of content knowledge.

The teacher creates a range of learning opportunities and activities/experiences for students or children to demonstrate evidence of engagement with the content.

The teacher delivers learning experiences using activities that engage and develop student or child knowledge of NSW curriculum/ EYLF using a range of teaching strategies and activities.

Examples of evidence K-12 teachers

- Teacher developed teaching programs, units of work and/or lesson plans incorporating mandatory NSW curriculum requirements, identifying the use of evidence-based teaching strategies proven to increase student engagement and improve learning progress and achievement.
- Student surveys, lesson evaluations and feedback, assessing the impact of teaching strategies on student engagement in learning to determine future planning, modifications and adjustments to learning and teaching programs.

- Student learning tasks and work samples analysed to identify understanding of key NSW curriculum content, evaluated to determine the impact of teaching strategies on student engagement, learning progress and achievement.

Examples of evidence early childhood teachers

- Plans for learning and play that explicitly reference content reflective of the EYLF (such as language and literacy, mathematics and science concepts, creativity, the arts and physical activity), identifying the use of evidence-based teaching strategies proven to enhance children's engagement and improve learning progress and achievement.
- Plans for learning and play that refer to content reflective of the EYLF, incorporating notes and records of children's feedback, thoughts, questions and reflections about their engagement in learning, applied to assist future planning.
- Plans for learning and play outlining extended investigations or projects where holistic learning is evident across a range of content areas, identifying the use of evidence-based teaching strategies proven to engage and extend children's thinking and problem solving.
- Documentation of children's learning over time, annotated to identify alignment with content reflective of the EYLF, identifying the impact of teaching strategies on child engagement, learning progress and achievement.
- Evaluation of the impact of evidence-based teaching strategies implemented to increase children's engagement and improve learning progress and achievement over time, applied to future planning.

Focus

Content selection and organisation

Standard Descriptor 2.2.2

Organise content into coherent, well-sequenced learning and teaching programs.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- determines student or child prior knowledge and draw links with previous learning activities/experiences to inform content selection, organisation and sequence of new learning
- uses content knowledge to organise well-sequenced lessons/learning experiences and/or teaching and learning programs that create learning opportunities for the full range of students or children and generate learning growth
- evaluates the impact of content organisation and sequencing of learning on students'/children's learning progress and achievement to inform future planning

Example 2

A Proficient Teacher:

- uses professional knowledge to organise coherent well sequenced teaching activities/teaching and learning programs
- plans for the sequencing of teaching and learning programs/learning activities and experiences to support student or child learning progress and achievement

- evaluates and revises the organisation of teaching and learning programs and/or learning activities/experiences to refine and improve the organisation, coherency, selection and sequencing of content and learning.

Observation

The teacher uses the selection, organisation and delivery of content to support the learning progress and achievement of all students or children.

The teacher uses evidence-based practices and strategies to organise content and sequence learning to support student or child learning progress and achievement.

The teacher requires students or children to establish links between prior learning and new content in coherent, well-sequenced learning activities/experiences that build on and support/child student learning.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs that include rationale statements explaining the selection, organisation of content and the sequencing of learning.
- Student work samples and/or annotated assessment data evaluating the impact of the organisation of subject content and sequencing of learning to enhance student learning progress and achievement.
- Teacher developed teaching and learning programs, including evaluation of the effectiveness of content organisation and learning sequences on student learning progress and achievement, applied to future planning.
- Programs or lesson plans identifying learning sequences drawing connections between content areas; for example, topic content and subject-specific literacy and/or numeracy skills.
- Agendas and minutes from a series of meetings critically reflecting on the role of content organisation and the sequencing of learning to improve student learning progress and achievement and review teaching and learning programs.
- Student work samples and/or feedback, annotated to critically reflect on the role of content organisation and the sequencing of learning to impact student learning progress and achievement.

Examples of evidence early childhood teachers

- Plans for learning and play that include statements explaining the organisation of content and sequencing of learning reflective of the content of the EYLF.
- Plans for learning and play reflective of the content of the EYLF, evaluated to examine the impact of content organisation and learning sequences on children's learning progress and achievement.
- Assessment of children's learning and feedback data, evaluated to determine the impact of content organisation and learning sequences to support children's learning progress and achievement.
- Plans for learning and play that include teacher reflections, evaluations and notes on content organisation and learning sequences evaluating impact on child learning progress and achievement.
- A cycle of planning identifying decisions to support children's learning progress and achievement using content organisation and sequencing learning.

- A cycle of planning and resourcing that includes teacher reflection on content organisation and learning sequences to encourage children to connect learning experiences and build continuity of learning over time.
- Meeting minutes/reflective notes, representations of child learning and/or child feedback, annotated to critically reflect on the role of content organisation and learning sequences to improve children's learning progress and achievement.

Focus

Curriculum, assessment and reporting

Standard Descriptor 2.3.2

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- knows current NSW curriculum/ EYLF, assessment and reporting requirements
- applies current knowledge of NSW curriculum/EYLF to develop teaching and learning programs, related assessment activities/tasks, criteria and marking guidelines to assess student or child learning outcomes
- uses knowledge of NSW curriculum/EYLF, assessment and reporting requirements to provide feedback on student or child learning.

Example 2

A Proficient Teacher:

- regularly updates knowledge of NSW curriculum/ EYLF, assessment and reporting requirements
- develops/implements lesson plans/plans for learning and play, teaching and learning programs, accurately incorporating NSW curriculum/ EYLF, assessment and reporting requirements
- reports on student or child learning outcomes using assessment data and processes for reporting student or child learning progress and achievement aligned to school or service/system/workplace assessment and reporting requirements.

Observation

The teacher applies knowledge and understanding of NSW curriculum and assessment requirements/ EYLF to the implementation of learning and teaching programs.

Examples of evidence K-12 teachers

- Teacher record keeping systems, such as assessment records or program registration, accurately reflecting knowledge of NSW curriculum, assessment and reporting requirements.
- Teacher developed teaching and learning programs and/or assessment plans, identifying clear links between NSW curriculum, assessment and reporting requirements and school/system reporting cycles.

- Assessment activities, criteria and marking guidelines, student work samples and teacher feedback annotated to illustrate the link between assessment and NSW curriculum outcomes and requirements.
- Student work samples and examples of student assessment responses incorporating teacher feedback, annotated to illustrate the link between NSW curriculum, learning and teaching programs, learning activities, assessment tasks and student learning outcomes.
- Written reports to parents/carers demonstrating the use of effective feedback about student learning progress and achievement, linked to NSW curriculum, assessment and reporting requirements.
- Written teacher reflection on teaching and learning programs and/or lesson plans, identifying updates from revised curriculum and assessment requirements.

Examples of evidence early childhood teachers

- Plans for learning and play that reflect the EYLF with links to observation, planning evaluation and assessment.
- A range of observation records and/or formative/summative assessments of children's learning, identifying links to the EYLF, including evaluations to inform future planning.
- Communication with families regarding their child's learning progress and achievement, identifying links to the EYLF and service assessment and reporting requirements.
- Evaluation and revision of learning and teaching programs, including updates to reflect changes or revisions to the EYLF and/or service assessment and reporting requirements.
- Resources developed by the teacher using knowledge of the EYLF to support child learning progress and achievement in relation to service assessment and reporting requirements.
- Plans for learning and play, evaluated to identify the learning outcomes of the EYLF and service assessment and reporting requirements, applied to future planning.

Focus

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

Standard Descriptor 2.4.2

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- collaborates with the local Aboriginal community in planning and programming of teaching and learning that provides opportunities for students or children to develop their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- seeks advice and support from the local Aboriginal community, Aboriginal Education officers, and/or relevant colleagues and consultants in the selection of resources for teaching and learning about Aboriginal and Torres Strait Islander histories, cultures, and languages respectfully and effectively.
- evaluates the effectiveness of teaching programs, resources and learning opportunities implemented to strengthen and support students or children to further develop their

understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Example 2

A Proficient Teacher:

- participates in community consultation, partnership, collaboration and/or involvement in fieldwork to develop their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- develops teaching and learning programs that embed opportunities for students or children to develop their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- evaluates the effectiveness of learning opportunities implemented to strengthen and support student or child understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Observation

The teacher uses content and implements a range of teaching strategies and learning opportunities to support students or children to develop their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

The teacher provides learning opportunities for students or children to develop their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages through a range of classroom/learning environment activities/experiences.

Examples of evidence K-12 teachers

- Written notes from professional readings, academic research or professional learning, to inform teacher knowledge to design learning opportunities that support students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and language.
- Meeting minutes and/or written notes documenting the teacher's role in initiating engagement with the local Aboriginal community to inform teaching and learning that support students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Teacher developed teaching and learning programs and/or lesson plans, identifying a range of teaching and learning activities and opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Student work samples demonstrating development of their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Programs and initiatives devised by the teacher in collaboration with local Aboriginal community representatives, Aboriginal Education officers and/or Aboriginal and Torres Strait Islander education consultants, providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Examples of evidence early childhood teachers

- Plans for learning and play developed by the teacher to support evidence-based opportunities for children to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

- Written notes from professional readings, academic research or professional learning to inform teacher knowledge to design learning opportunities that support children to develop their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and language.
- Plans for learning and play and/or excursions to develop children’s understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Program reflections/records of learning and play designed to develop children’s understanding of and respect for the histories, cultures and languages of Aboriginal and Torres Strait Islander Peoples.
- Annotated examples of children’s representations of learning, indicating their growing understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Resources and materials for learning and play designed by the teacher in consultation with the local Aboriginal community, to build children’s understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Programs and initiatives devised by the teacher in collaboration with local Aboriginal community representatives and/or Aboriginal and Torres Strait Islander education consultants that provide opportunities for children to develop their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Focus

Literacy and numeracy strategies

Standard Descriptor 2.5.2

Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- develops knowledge and understanding of evidence-based teaching strategies that support student or child literacy and numeracy achievement
- uses evidence-based teaching strategies to support student or child literacy and numeracy achievement
- monitors and evaluates the effectiveness of literacy and numeracy initiatives by reviewing/assessing a range of student or child work/learning.

Example 2

A Proficient Teacher:

- refers to student or child assessment data and/or NAPLAN data, and/or evaluates prior knowledge, to identify student or child literacy and numeracy learning strengths and needs
- implements targeted literacy and numeracy teaching strategies to support growth in students’/children’s literacy and numeracy achievement
- evaluates the impact of teaching strategies implemented to improve literacy and numeracy achievement.

Observation

The teacher implements a range of evidence-based teaching strategies to support growth in students'/children's literacy and numeracy achievements.

The teacher collaborates with specialist staff, EAL/D teachers and/or Special Education Teachers, to apply teaching strategies designed to meet learning strengths and needs and support growth in student or child literacy and numeracy achievement.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs and/or lesson plans identifying the application of evidence-based teaching strategies to improve students' literacy and numeracy achievement.
- Student work samples linked to learning and teaching programs or lesson plans, identifying the impact of teaching strategies on students' literacy and numeracy achievement.
- Data walls recording achievement of stage-based outcomes for literacy and numeracy progression, indicating planning and learning strategies for individual student's literacy and numeracy development.
- Student progress records identifying growth in student learning achievement linked to evaluations of the impact of teaching strategies to improve literacy and numeracy.
- Teacher notes from meetings with specialist teachers evaluating a range of evidence-based teaching strategies targeted at improving students' literacy and numeracy achievement.
- Annotated student work samples, identifying the impact of differentiated literacy and numeracy teaching strategies on student literacy and numeracy achievement.
- Analysis of student assessment to monitor and evaluate the impact of teaching strategies implemented to improve students' literacy and numeracy achievement.

Examples of evidence early childhood teachers

- Assessment of children's literacy and numeracy achievement, including analysis of the impact of teaching strategies on learning progress and growth.
- Teacher notes from meetings with other professionals or specialists from relevant agencies to support the implementation of evidence-based strategies that support children's literacy and numeracy achievement.
- Analysis of children's assessment data to monitor and evaluate the impact and of teaching strategies implemented to improve children's literacy and numeracy achievement.
- Plans for learning and play identifying the application of evidence-based teaching strategies to improve children's literacy and numeracy achievement.
- Annotated records of professional learning or research inquiry into evidence-based teaching strategies to improve children's literacy and numeracy achievement.

Focus

Information and communication technology (ICT)

Standard Descriptor 2.6.2

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- develops knowledge of key ICT skills, practices and teaching strategies to integrate ICT into teaching and learning programs
- integrates ICT skills with teaching strategies (including but not limited to the use of multimedia, graphic creation tools, programming tools, online collaborative tools, product tools including word processors, databases and spread sheets, and working in online/virtual environments), to make content relevant and meaningful
- evaluates the impact of teaching strategies used to integrate ICT into teaching and learning programs to make content relevant and meaningful.

Example 2

A Proficient Teacher:

- knows NSW curriculum requirements/ EYLF regarding the integration of ICT into teaching and learning programs
- implements NSW curriculum requirements/ ELYF, integrating ICT into teaching and learning programs to make content relevant and meaningful to students or children
- uses student or child work samples to evaluate the impact of teaching strategies integrating ICT into teaching and learning programs on student's/children's meaningful engagement with content.

Observation

The teacher uses teaching strategies to focus on learning by using ICT to develop analytical, organisational and/or problem-solving skills and engage students or children with content in relevant and meaningful ways.

The teacher recognises and uses student or child expertise/prior knowledge of ICT using evidence-based teaching strategies (including but not limited to explicitly teaching research skills, processes for gathering information from a variety of sources, strategies for critically evaluating sources and identifying new paths of inquiry) to impact learning and make content relevant and meaningful.

The teacher uses effective teaching strategies to support students or children to respect and value the social and ethical protocols and practices that underpin the responsible use of ICT.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs or lesson plans, identifying the use of a variety of evidence-based teaching strategies to integrate ICT and curriculum outcomes and make content more relevant and meaningful.
- Student work samples identifying teaching strategies used to integrate ICT to generate ideas, plans and processes to create solutions and apply understanding of content in relevant and meaningful ways.
- Teacher developed teaching and learning programs and/or assessment strategies, integrating ICT with content about the responsible and ethical use of ICT in relevant and meaningful ways.
- Student work samples and/or feedback, analysing the impact of ICT skills/strategies/resources/platforms integrated into teaching and learning programs to make content more relevant and meaningful.

- Assessment data analysed to evaluate the impact of effective, evidence-based teaching strategies integrating ICT into teaching and learning programs to make content relevant and meaningful.

Examples of evidence early childhood teachers

- Plans for learning and play incorporating the use of effective teaching strategies to integrate technologies (ICT) relevant to the age and interests of the children.
- Plans for learning and play, including teaching notes and critical reflections on the impact of teaching strategies to integrate ICT (for example web research), to make content relevant and meaningful.
- Meeting notes recording teacher engagement with families and/or ICT experts/professionals to explore the use of evidence-based teaching strategies integrating ICT into teaching and learning programs with young children to make content relevant and meaningful.
- Annotated examples of children's representations of learning using ICT, analysed to determine the impact of teaching strategies used to make content relevant and meaningful.
- Child work samples and data about children's learning, evaluating the impact of teaching strategies integrating ICT into teaching and learning programs to make content more relevant and meaningful.
- Modifications made to teaching and plans for learning and play based on an evaluation of the impact of teaching strategies integrating ICT into teaching and learning programs to engage children in meaningful learning.
- Assessment data analysed to evaluate the impact of teaching strategies used to integrate ICT into teaching and learning programs to make content relevant and meaningful to children.

Standard 3 - Plan for and implement effective teaching and learning.

Focus

Establish challenging learning goals.

Standard Descriptor 3.1.2

Set explicit, challenging and achievable learning goals for all students.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- relates explicit challenging and achievable learning goals for all students or children to NSW curriculum/ EYLF
- supports all student or children to meet explicit, challenging and achievable learning goals, using a range of learning opportunities that build on student or child learning strengths and needs
- monitors student's/children's achievement of explicit, challenging learning goals and provides feedback.

Example 2

A Proficient Teacher:

- sets explicit challenging and achievable learning goals using a range of learning opportunities that support all student's/children's learning progress and achievement
- differentiates learning activities to set explicit, challenging and achievable learning goals, building on students'/child learning strengths and responsive to individual learning strengths and needs
- evaluates the impact of teaching strategies used to set explicit, challenging and achievable learning goals.

Observation

The teacher provides an explicit overview of learning intentions for the lesson/learning experience to ensure all students or children are supported by appropriate learning activities/experiences to engage with the sequence of explicit, challenging and achievable learning goals.

The teacher uses effective teaching practices and strategies to set explicit, challenging learning goals achievable for all students or children in a supportive classroom/learning environment.

The teacher challenges students or children to achieve explicit, challenging learning goals, through a variety of inclusive learning activities/experiences, responsive to individual learning strengths and needs.

The teacher explains throughout the lesson/learning experience the connection between learning activities/experiences and explicit, challenging and achievable learning goals.

Examples of evidence K-12 teachers

- Student assessment data, analysing student achievement against explicit, challenging and achievable learning goals to determine next steps in individual student learning pathways.

- Teacher developed teaching and learning programs and strategies implemented to establish supportive learning environments and encourage students to self-set explicit, challenging and achievable learning goals.
- Student self-assessment strategies implemented to encourage and support students to pursue explicit, challenging and achievable learning goals and monitor their own learning progress and achievement over time.
- Lesson plans and/or learning materials that identify opportunities for students to participate in setting and revising explicit, challenging and achievable personal learning goals.
- Annotated student learning data identifying progress and achievement towards established learning goals to inform future planning for new explicit learning goals that challenge current knowledge, skills and understanding.
- Student work samples, linked to teaching and learning programs or lesson plans, including feedback to students on achievement of current learning goals and new explicit, challenging and achievable learning goals moving forward.

Examples of evidence early childhood services

- Plans for learning and play linked to the EYLF, that set explicit, challenging and achievable learning goals for all children as part of the planning cycle.
- Individual formative and summative assessment records, evaluating children's learning progression and achievement against explicit, challenging learning goals to inform future planning.
- Records of parent/carer meetings about their child's achievement relative to explicit challenging, learning goals, to gauge the impact of current practices and inform future learning goals.
- Meeting records of collaboration with families or other specialists to develop explicit, challenging and achievable learning goals for children with diverse learning needs.
- Annotated analysis of children's learning data, identifying progress towards established learning goals, to set new explicit learning goals that challenge current knowledge, skills and understanding.

Focus

Plan, structure and sequence learning programs

Standard Descriptor 3.2.2

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- plans for the implementation of logically sequenced lesson/learning experiences and activities
- uses a range of evidence-based learning strategies to productively engage students or children and promote learning
- evaluates teaching and learning programs and/or lesson sequences/learning experiences, analysing the impact of sequencing and structure on student or child engagement in learning.

Example 2

A Proficient Teacher:

- identifies student or child learning strengths and needs using assessment and/or feedback data to inform the structure of teaching and learning programs or lesson sequences/learning experiences to improve student or child engagement and promote learning
- supports access to learning at a variety of learning levels and challenges and engages students or children to contribute productively to improve their own learning
- evaluates teaching and learning programs or lesson sequences/learning experiences to analyse the level of student or child engagement in learning to inform future planning.

Observation

The teacher has established a culture of productive learning in the classroom/learning environment, delivering a well-structured teaching and learning that engages students or children and promotes learning.

The teacher's lesson/learning experience delivery clearly demonstrates evidence of planning for well-structured learning and teaching that supports student or child engagement and promotes learning.

The teacher delivers well-structured teaching and learning programs or sequence of learning activities/experiences using evidence-based strategies that engage students or children and promotes learning.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs or lessons sequences, including an analysis or reflection on the effectiveness of the teaching and learning cycle to engage students and promote learning.
- Student work samples linked to teaching and learning programs or lesson sequences, analysing the impact on student engagement and learning.
- Teacher developed teaching and learning programs that include an evaluation of learning strategies and approaches to content to gauge the impact of teacher practice on student engagement and learning.
- Learning tasks that enable student choice and provide access to appropriate levels of challenge to support and improve student engagement and promote student learning.
- Units of work/lesson plans that sequence instruction to assist students to apply new knowledge and make connections within and/or transfer knowledge across subjects to enhance engagement and promote learning.
- Teaching and learning programs, including relevant assessment data and/or student work samples, analysed to evaluate student learning engagement.

Examples of evidence early childhood teachers

- Teaching and learning programs or sequences of learning, assessment records and data about children's learning that include an evaluation of the impact of strategies used to promote learning engagement.
- Teaching and learning programs or lesson sequences, evaluated to gauge the effectiveness of the learning and teaching environment to engage children and promote learning.
- Teaching and learning programs or lesson sequences, identifying evidence-based strategies and approaches used to structure learning and impact on children's learning engagement.

- Plans for learning and play that include critical reflection on children’s engagement with learning sequences designed to extend thinking, promote problem-solving and higher order thinking, applied to future planning.
- Evaluations of children’s representations of learning to gauge children’s engagement in learning.
- Children’s work samples or representations of learning linked to teaching and learning programs or learning experiences, analysing the impact of teacher practice on children’s engagement and learning.

Focus

Use teaching strategies

Standard Descriptor 3.3.2

Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- selects evidence-based teaching strategies that build problem-solving and critical and creative thinking skills, supporting students or children to explore and apply knowledge, skills and understanding in new and interesting ways
- implements evidence-based teaching strategies to develop student or child knowledge, skills, problem-solving, and critical and creative thinking
- analyses the impact of teaching strategies on student or child application of knowledge, skills, problem-solving, and critical and creative thinking to the creation of new ideas, solutions and approaches.

Example 2

A Proficient Teacher:

- uses open-ended, evidence-based teaching strategies to develop student or child knowledge, skills, problem-solving, and critical and creative thinking
- implements open-ended teaching activities/experiences that encourage students or children to innovate and create new ideas, solutions and approaches
- analyses the impact of teaching strategies used to develop knowledge, skills, problem-solving, and critical and creative thinking.

Observation

The teacher uses teaching strategies that encourage critical and creative thinking by engaging students or children in higher-order thinking and risk taking in a supportive classroom/learning environment.

The teacher uses teaching strategies that challenge students or children to select appropriate thinking strategies for learning that enable them to work independently, using knowledge, skills, problem-solving, and critical and creative thinking.

The teacher uses a range of evidence-based teaching strategies to enable students or children to develop knowledge, skills problem-solving and critical and creative thinking.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs and/or lesson plans that include a variety of teaching strategies to develop students' application of content knowledge, skills, problem-solving, and critical and creative thinking.
- Student learning data evaluated to review the impact of teaching strategies implemented to enable students to apply knowledge, skills, problem-solving, and critical and creative thinking.
- Innovative teaching and learning programs using a repertoire of teaching strategies and learning opportunities that enable students to develop knowledge, skills, problem-solving, and critical and creative thinking.
- Teacher developed teaching and learning programs that include critical reflection on the impact of learning strategies implemented to develop student's knowledge, skills, problem solving, critical and creative thinking.
- Student work samples analysed to gauge the impact of teaching strategies selected to engage students in higher order thinking, problem solving, and critical and creative thinking.

Examples of evidence early childhood teachers

- Plans for learning and play linked to the EYLF learning using a variety of evidence-based teaching strategies selected to engage children in problem-solving and critical and creative thinking.
- Teaching and learning programs that include critical reflection on the impact of learning strategies implemented to develop children's knowledge, skills, problem solving, critical and creative thinking.
- Planning documents for the selection and use of resources and provisions in the environment to encourage children to develop knowledge, skills, problem solving and critical and creative thinking in learning activities.
- Records of learning and play analysed to gauge the impact of the selection and use of teaching strategies to engage children by developing knowledge, skills, problem solving, and critical and creative thinking.
- Care routines that include plans for evidence-based learning strategies that develop children's knowledge, skills and problem-solving to increase autonomy and independence.
- Records of child learning and play linked to an analysis of evidence-based teaching strategies selected to engage children in the development of knowledge, skills, problem solving, and critical and creative thinking.
- Children's learning data evaluated to review the impact of teaching strategies implemented to enable children to develop knowledge, skills, problem-solving, and critical and creative thinking.

Focus

Select and use resources

Standard Descriptor 3.4.2

Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- selects and/or creates a range of teaching and learning resources, including ICT, to engage students or children and support learning outcomes, in lesson plans/plans for learning and play and/or teaching and learning programs linked to NSW curriculum requirements/EYLF
- uses evidence-based knowledge of a range of effective resources, including ICT, to engage and support student or child learning progress and achievement
- evaluates the impact of selected and/or created resources, including ICT, to engage students or children and enhance learning

Example 2

A Proficient Teacher:

- plans for the selection, creation or use of a range of resources, including ICT, to support student or child engagement in learning
- uses a range of teaching resources including ICT, to enable students or children to make active choices and engage in learning
- evaluates the impact of a range of selected teaching resources, including ICT, on student or child engagement in learning using student or child work samples, feedback data and/or assessment data.

Observation

The teacher uses a range of selected and/or created resources, including ICT, to impact student or child engagement in learning.

The teacher creates a classroom/learning environment that provides for a broad range of resources, including ICT, enabling students or children to make active choices and engage in learning.

Examples of evidence K-12 teachers

- A range of teacher-developed learning materials, including ICT, annotated to identify the impact on student learning engagement.
- Teacher developed teaching and learning programs indicating the use of a wide range of resources, including ICT, to engage students and promote learning.
- Learning materials with annotated samples of student learning activities, indicating the use of resources, including ICT, to impact and support student learning engagement.
- Student survey information and feedback, analysed to evaluate which teaching resources, including ICT, students find supports their learning engagement.
- Student work samples, analysed to evaluate selected resources, including ICT, to improve student learning engagement.

Examples of evidence early childhood teachers

- Plans for learning and play that demonstrate the selection of resources including ICT, to engage children in learning.
- A range of teacher developed resources, including use of ICT, evaluated to determine impact on children's learning in both indoor and outdoor environments.
- Annotated examples of children's representations of their learning, analysed to gauge the impact of a range of resources, including ICT, on children's learning engagement.

- Children’s work samples, and/or assessment data, evaluated to assess the impact of selected resources, including ICT, on children’s learning engagement to inform future planning.
- Plans for learning and play that include a wide range of resources, including ICT, evaluated to determine impact on children’s learning engagement.
- Teacher developed learning resources, including ICT, evaluated to determine impact on children’s learning engagement to inform the selection and creation of new resources to improve engagement.

Focus

Use effective classroom communication

Standard Descriptor 3.5.2

Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- reviews teaching and learning programs and/or lesson/learning experience plans for opportunities to include verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement
- uses a variety of evidence-based verbal and non-verbal communication strategies to communicate learning intentions and lesson goals
- evaluates the impact of verbal and non-verbal communication strategies on student or child understanding, participation, engagement and achievement.

Example 2

A Proficient Teacher:

- selects from a range of evidence-based verbal and non-verbal communications strategies to support student or child understanding, participation, engagement and achievement
- implements a range of non-verbal communication in the classroom/learning environment to communicate learning intentions and lesson/learning goals to support student or child understanding, participation, engagement, and achievement
- analyses student or child feedback, work samples or assessment data to gauge the impact of verbal and non-verbal communication strategies to effect student or child understanding, participation, engagement, and achievement and sustain students/child interaction in learning activities/experiences.

Observation

The teacher provides learning opportunities that support student or child understanding, participation, engagement and achievement, using verbal and non-verbal questioning or discussion techniques, including asking a variety of questions at appropriate levels, encouraging risk taking and acknowledging and valuing student or child responses.

The teacher uses a range of verbal and non-verbal communication strategies to contribute to and impact on student or child understanding, participation, engagement and achievement.

The teacher uses inclusive verbal and non-verbal communication to anticipate and address student or child misunderstandings and support student or child understanding, participation, engagement, and achievement.

Examples of evidence K-12 teachers

- Teacher developed learning materials that include explicit verbal and nonverbal student instructional and communication guidelines to direct learning and support student understanding, participation, engagement and achievement.
- Teacher developed teaching and learning programs and/or lesson plans that include selection of effective evidence-based verbal and non-verbal communications strategies to support student understanding, participation, engagement and achievement.
- Written notes from meetings with specialist colleagues and/or allied health professionals and/or parents/carers outlining context-based advice used in the selection of targeted verbal and non-verbal communication strategies to support the understanding, participation, engagement and achievement of diverse learners.
- Student work samples, feedback data and/or assessment data evaluating the impact of selected verbal and non-verbal communication strategies to directly improve student understanding, participation, engagement and achievement.

Examples of evidence early childhood teachers

- Plans for learning and play that include critical reflection on verbal and non-verbal communication strategies implemented to support children's understanding, participation, engagement and achievement.
- Records of learning that show the impact of evidence-based verbal and non-verbal communication strategies to support children's understanding, participation, engagement and achievement.
- Plans for learning and play that include specific verbal and non-verbal communication strategies to support children's emerging verbal and non-verbal literacy skills, including introducing new vocabulary appropriate to age and interests and adaptations made to address individual learning strengths and needs.
- Plans for learning and play that refer to a range of verbal and non-verbal communication strategies to support children's understanding, participation, engagement and achievement in relation to care routines and transitions.
- Written notes from meetings with specialist colleagues and/or allied health professionals and/or parents/carers outlining the context-based advice used in the selection of targeted verbal and non-verbal communication strategies to support the understanding, participation, engagement and achievement of diverse learners.

Focus

Evaluate and improve teaching programs

Standard Descriptor 3.6.2

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- regularly gathers evidence of student or child learning, to inform the evaluation of lesson/learning plans/teaching and learning programs
- collaborates with the Accreditation Supervisor and/or colleagues using evidence of student or child learning and feedback/surveys from students or children and parents/carers, to evaluate the impact of teaching and learning programs on student or child learning progress and achievement
- uses self-evaluation and responds to collaborative feedback from the Accreditation Supervisor and/or colleagues to modify and improve teaching and learning programs and inform planning.

Example 2

A Proficient Teacher:

- develops processes for gathering evaluative data, including evidence of student or child learning, assessment data and feedback/surveys from students or children and parents/carers
- analyses student or child and parent/carer feedback/surveys and evidence of learning and assessment data to determine impact of teaching and learning programs on student or child learning
- uses analysis as evidence for adjustments and modifications to lesson/learning plans/teaching and learning programs.

Observation

This Standard Descriptor is not suitable for observation.

Examples of evidence K-12 teachers

- Modified teaching and learning programs or lesson plans based on the evaluation of evidence, including student feedback and assessment data.
- Teaching and learning program registration pro forma completed at the conclusion of a unit of work that includes the evaluation of student feedback and assessment data to inform future planning.
- Records of meetings with the Accreditation Supervisor regarding observations of teaching, evaluations of teaching and learning programs, and analysis of student feedback and assessment data, applied to future planning.
- Teacher developed teaching and learning programs and/or student assessment data and/or curriculum documents and/or observation of classroom teaching practices and/or feedback from parents/carers, students and colleagues, analysed to form the evidence-base for decisions to modify and improve teaching and learning programs.
- Examples of student assessment data linked to the teaching and learning program, evaluated and used as the evidence-base for the revision, modification and adjustment of teaching and learning programs.

Examples of evidence early childhood teachers

- Plans for learning and play that identify adaptations or adjustments made based on evaluation of feedback from children, families, colleagues and children's assessment records.
- Plans for learning and play that include critical reflection on feedback from children and families to inform future planning.
- Examples of children's assessment data that include critical reflection on children's learning as evidence for the revision, modification and adjustment of teaching and learning programs.

- Teaching and learning programs, analysed using children’s feedback and assessment data as the evidence-base for future adjustments and modifications.
- Annotated children’s assessment data evaluating learning progress and achievement to inform the review and modification of teaching and learning programs aligned to the EYLF.
- Teacher developed teaching and learning programs identifying where modification and adjustments have been made based on the evaluation of children’s assessment data and feedback.

Focus

Engage parents/carers in the educative process

Standard Descriptor 3.7.2

Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- knows school or service structures and protocols to engage parent/carers in school or service or classroom/learning environment activities/experiences
- plans contextually relevant opportunities for parents/carers to be involved in student or child learning activities/experiences
- establishes processes for ongoing feedback and reviews feedback data to evaluate the impact of parent/carer involvement in student’s/child’s learning and identify areas for ongoing improvement and development.

Example 2

A Proficient Teacher:

- collaborates with colleagues and/or Accreditation Supervisor and/or the wider school community to develop programs and activities/experiences designed to involve parents/carers in their child’s education
- undertakes designated roles and/or participates in activities/experiences designed to involve parents/carers in their child’s education and teaching and learning program activities or experiences
- collaborates in designing processes for ongoing feedback and review of feedback data, such as parent/carer surveys, to evaluate the impact of parent/carer involvement in student or child’s learning and identify areas for ongoing improvement and development

Observation

The teacher observes school or service protocols and works collaboratively with parents/carers in the classroom/learning environment to involve parents in their child’s learning.

The teacher observes school or service protocols and collaborates with parent/carers in the classroom/learning environment, drawing on specific parent carer/expertise to contribute to the learning context and involve parents/carers in their child’s learning.

Examples of evidence K-12 teachers

- Lesson plans that identify the contribution of parent/carer skills, knowledge and expertise in accordance with school protocols to enhance teaching and learning programs and provide opportunities to be involved in their child's learning.
- Emails, letters and other records of individualised communications between the teacher and parents/carers to encourage parents/carers to be involved in school or classroom activities.
- Samples of two-way communication between the teacher and parents/carers, including but not limited to the use of online portals and forums, feedback on independent home learning tasks and online survey data to encourage involvement in their child's learning.
- Programs or activities designed to involve parents/carers in their children's learning, including post activity evaluations and parent/carer feedback to determine sustainability and effectiveness.
- Survey data and feedback collected and analysed to evaluate parent/carer involvement in contextually relevant school activities and programs, plan for changes and determine future directions and to increase parent/carer involvement in their child's learning
- Records of participation in and preparation for teacher meetings with parents/carers that create opportunities for parents/carers to be involved in their child's learning.
- Teacher developed teaching and learning programs identifying contextually relevant opportunities to involve parents/carers in the education of their children.

Examples of evidence early childhood teachers

- Plans for learning and play that include opportunities for families' skills, knowledge and expertise to be incorporated in the learning environment as part of their child's learning.
- Emails, newsletters and other records of communications with families to encourage involvement in service and/or learning environment activities and programs.
- Examples of two-way communication with families, including opportunities for feedback on children's learning, parent meetings and surveys.
- Records of participation in and preparation for teacher meetings with families that create opportunities for parents/carers to be involved in their child's learning.
- Examples of completed parent/carer surveys evaluating opportunities to involve parents/carers in their child's education, to gather feedback and advice on current service programs and activities to inform future planning.
- Teaching and learning programs identifying contextually relevant opportunities to involve parents/carers in the education of their children.

Standard 4 - Create and maintain supportive and safe learning environments.

Focus

Support student participation

Standard Descriptor 4.1.2

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- plans teaching and learning experiences that are inclusive and support all students or children to engage in classroom/learning environment activities
- uses a variety of evidence-based teaching practices to promote positive interactions and create a learning environment that supports all students or children to engage in activities/experiences
- evaluates and modifies teaching and learning experiences to promote positive interactions and engage and support all students or children in classroom/learning environment activities/experiences.

Example 2

A Proficient Teacher:

- uses evidence-based teaching strategies that support and promote positive interactions, and create learning opportunities that engage and support all students or children in classroom/learning environment activities/experiences
- provides learning opportunities that are inclusive and support all students or children to engage in classroom/learning environment activities/experiences
- uses direct observation and/or student or child feedback to evaluate the effectiveness of teaching practices and interactions to engage and support all students or children in classroom/learning environment activities/experiences.

Observation

The teacher uses a range of inclusive classroom practices and interactions to engage and support all students or children in classroom/learning environment activities/experiences, including those with learning needs or who need additional assistance or attention.

The teacher uses evidence-based teaching strategies to engage students or children in individual and group work, implementing inclusive practices to create a positive, productive, supportive learning environment for all students or children.

The teacher has established a classroom culture based on positive interactions, implementing evidence-based approaches to create an inclusive learning environment (such as using constructive feedback and positive acknowledgement), to support all students or children to engage in classroom/learning environment activities/experiences.

Examples of evidence K-12 teachers

- Teacher developed lesson plans and/or teaching and learning programs that identify evidence-based teaching practices that positively support the engagement and participation of all students, including those with special learning needs, EAL/D students and Aboriginal and/or Torres Strait Islander students.
- Student data/profiles and school records analysed to determine a range of inclusive teaching strategies to positively engage and support all students in classroom activities.
- Informal and/or formal student assessment data, analysed to inform the planning and selection of inclusive teaching strategies to meet the specific learning needs of individual students/groups.
- Teaching and learning programs and/or lesson plans reviewed to assess the impact of strategies implemented to support inclusive, positive interactions and promote growth in learning progress and achievement for all students.
- Assessment data, which may also include feedback from parents/carers and/or specialist professionals (for example allied health professionals, Aboriginal and Torres Strait Islanders community representatives), analysed to inform the selection of teaching strategies to meet specific learning needs of individual children/groups and support positive engagement in classroom activities.

Examples of evidence early childhood teachers

- Reflective notes or meeting minutes about changes to the environment, learning context or communication strategies used to support children's positive engagement in learning and play experiences and activities.
- Plans for learning and play that include strategies for promoting positive interactions and inclusion between children, including but not limited to, respect for others, how to work together, expectations about how to resolve differences and acknowledging the rights of self and others.
- Plans for learning and play that identify teaching strategies for inclusive and positive interactions when guiding children's behaviour and supporting all children to engage in learning activities.
- Plans for learning and play that include adaptations made to the environment to assist the full participation and positive engagement of all children in learning and play.
- Assessment data, which may also include feedback from parents/carers and/or specialist professionals (for example allied health professionals, Aboriginal and/or Torres Strait Islanders community representatives), analysed to inform the selection of teaching strategies to meet specific learning needs of individual children/groups and support positive engagement in learning and play activities.
- Informal and formal child assessments analysed to inform the selection of evidence-based, inclusive teaching practices to support positive interactions that engage all children, including those with special learning needs and/or EAL/D children and/or Aboriginal and/or Torres Strait Islander children in learning activities.
- Teacher developed teaching and learning programs and/or learning and play plans reviewed to assess the impact of strategies implemented to support inclusive and positive interactions with all children to promote engagement in learning.

Focus

Manage classroom activities

Standard Descriptor 4.2.2

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- develops clear expectations for learning, using workable routines to support and structure learning activities/experiences
- implements responsive and workable routines for the opening and closing of lessons/learning experiences, provides students or children with an outline of the lesson/experience, ensures students or children understand expectations for learning and checks for understanding at the end of a lesson/experience
- evaluates the impact of orderly and workable routines to ensure time is spent on learning.

Example 2

A Proficient Teacher:

- uses evidence-based classroom/learning environment management strategies and routines designed to engage individuals and groups of students or children in purposeful learning
- implements a repertoire of strategies and orderly routines, including a context-based, flexible approach to managing classroom/learning environment activities, to ensure students or children are purposefully engaged in learning
- reflects on the impact of classroom/learning environment management strategies to ensure the learning environment remains conducive to learning.

Observation

The teacher establishes an orderly approach to the management of classroom/learning environment activities/experiences, using fair and consistent routines to guide student or child behaviour in a supportive and safe learning environment, consistent with relevant school or service policy.

The teacher uses lesson/learning experience time efficiently, delivering a well-paced lesson/experiences that moves through a variety of tasks, allowing for varying time on tasks according to the learning strengths and needs of different students or children to establish effective classroom/learning environment routines.

The teacher uses orderly routines and strategies that result in smooth classroom/learning environment transitions between different learning activities/experiences and group structures.

The teacher regularly reviews and monitors student or child on task learning behaviour by using routines that include but are not limited to, the orderly opening and closure of lessons/experiences, re-connecting students or children with prior learning, re-capping current learning and indicating how learning will be used in future lessons.

The teacher establishes orderly, workable routines around roles, responsibilities and expectations of all students or children when working in groups to support their ongoing engagement in purposeful learning.

Examples of evidence K-12 teachers

- Curriculum planning documents and/or teaching and learning programs and/or lesson plans and resources that include notes/reflections identifying effective time management and lesson flow.
- Teacher developed lesson plans, including an evaluation on the impact of consistent routines and expectations on student learning and engagement.
- Lesson plans, teaching materials and/or teaching resources, reviewed to assess the impact of learning routines to create a well-managed and productive learning environment.
- Student learning data and feedback, analysed to evaluate the impact of routines used to establish and manage classroom activities and promote student time spent on learning.
- Teaching and learning programs and/or lesson plans that include effective, evidence-based classroom management strategies that promote student time spent on learning.
- Evaluations of student assessment data pre- and post- lesson implementation, student work samples and student and/or survey feedback data, analysing the impact of routines used to manage student time spent on learning.
- Teacher developed lesson plans and/or teaching and learning programs that include a review of the impact of routines for managing student's time spent on learning.

Examples of evidence early childhood teachers

- Daily program overview that includes orderly routines for transitions in both small and large groups and opportunities for individual experiences, reflecting balance and choice of learning opportunities to ensure children's time is spent on learning.
- Organisation of the day and resources that establish orderly routines for the management of large blocks of time for children to engage in deep investigations and to re-visit or extend on their play and learning.
- Individually negotiated caregiving routines for infants and toddlers.
- Plans for learning and play that include a range of flexible strategies to manage the learning environment and ensure children remain engaged in learning activities.
- Annotated teaching and learning programs that include a range of effective teaching strategies and orderly routines designed to create a well-managed learning environment where children's time is spent on learning.
- Plans for learning and play that include a review of the impact of orderly routines for managing children's time spent on learning.

Focus

Manage challenging behaviour

Standard Descriptor 4.3.2

Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- uses school or service discipline and welfare policies as basis for negotiating and implementing positive classroom/learning environment practices in relation to managing student or child behaviour
- uses evidence-based student or child behaviour management strategies, resulting in the prompt, fair, respectful resolution of discipline issues to maintain productive learning environments for all students or children, consistent with school or service discipline and welfare policies
- evaluates the impact of behaviour management strategies implemented to address student or child behaviour issues promptly, fairly and respectfully and maintain time spent on learning.

Example 2

A Proficient Teacher:

- establishes specific positive behaviour management strategies by negotiating clear expectations with students or children that are fair and respectful
- communicates clear expectations about student or child behaviour by providing explicit instruction about the goals of behaviour management, rights and responsibilities and the protocols, rules and consequences of disciplinary outcomes
- evaluates the impact of consistent, fair and respectful behaviour management strategies on the learning progress and achievement of all students or children.

Observation

The teacher uses positive classroom/learning environment behaviour management practices that reflect school or service policies, where clear expectations have been negotiated with students or children and behaviour management issues are resolved in a prompt, fair and respectful manner.

The teacher interacts with students or children in a positive, equitable manner, implementing proactive behaviour management practices that address behaviour issues quickly, fairly and respectfully.

The teacher uses a range of consistent, fair and respectful responses to student or child behaviour, using well-established learning routines and clear expectations to sustain an effective, positive learning environment supportive of learning.

Examples of evidence K-12 teachers

- Teacher developed lesson plans and/or teaching and learning programs and/or notes, correspondence and reflections that identify the implementation of school behaviour management guidelines and the use of clear expectations to address discipline issues in a prompt, fair and respectful manner.
- Teacher developed teaching and learning programs that use school policies and guidelines to develop behavioural expectations for the classroom.
- Teacher developed lesson plans and/or teaching and learning programs that identify behaviour management strategies implemented to impact on task focus and student time spent on learning.
- Annotated professional reading log derived from professional learning, applied to management of challenging behaviours by developing a repertoire of evidence-based behaviour management strategies to impact positively on student learning and engagement.
- Meeting notes and student behaviour management plans, consistent with school policies and guidelines, developed in consultation with parents, specialist colleagues and external expertise (where applicable).

- Behaviour support plans that include student's involvement in developing clear expectations for behaviour and conflict resolution and clear mutual expectations to address issues in a prompt, fair and respectful manner.
- Individual student behaviour management plans, developed in consultation with parents/carers and/or specialist colleagues and/or external expertise, to support students to know and meet clearly established behavioural expectations in the classroom.

Examples of evidence early childhood teachers

- Plans for learning and play that reflect service policies in relation to behaviour guidance and managing challenging discipline issues.
- Emails, letters or notes from conversations and meetings with families that include follow up on agreed actions regarding behaviour management with individual children.
- Plans for learning and play that include records of discussion with children about expectations for fair and respectful behaviour when managing challenging behaviours.
- Records of learning that include reflection on behaviour guidance strategies and the impact on child learning.
- Behaviour support plans that include children's involvement in the development of clear expectations for behaviour management and conflict resolution.
- Research and/or participation in professional learning about behaviour guidance, used to establish clear expectations for behaviour and develop a repertoire of behaviour management strategies.
- Annotated teaching and learning programs that include a range of effective evidence-based behaviour management strategies to ensure children are engaged in purposeful activities in well managed learning environment.
- Individual child behaviour management plans developed in consultation with parents/carers and/or specialist colleagues and/or external expertise to support children to meet clearly established behavioural expectations in the learning environment.

Focus

Maintain student safety

Standard Descriptor 4.4.2

Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- knows mandatory legislative requirements (including but not limited to Child Protection, the *Disability Standards for Education 2005*, Workplace Health and Safety (WHS), curriculum/EYLF and school or service policies and guidelines)
- implements appropriate safety procedures by establishing clear safety rules and guidelines for the classroom/learning environment, including risk management that reinforces safe student or child behaviour

- reviews implementation of safety and risk management procedures to ensure compliance with current school or service and/or system, curriculum and legislative requirements and reports incidents as required.

Example 2

A Proficient Teacher:

- ensures teaching practice and classroom/learning environment management complies with current legislative requirements, school or service and/or system policies and NSW curriculum/EYLF for student or child wellbeing and safety
- takes responsibility for implementing classroom/learning environment practices that are compliant with school or service/system policy and procedure, NSW curriculum/EYLF and legislative requirements for student or child wellbeing and safety
- reviews the implementation of teaching practice and classroom/learning environment management for compliance with current school or service and/or system policies, NSW curriculum/EYLF and legislative requirements to ensure student or child safety and wellbeing.

Observation

The teacher implements appropriate safety procedures, including risk management in the classroom/learning environment, compliant with school or service/system policies, NSW curriculum/EYLF and legislative requirements to ensure student or child safety and wellbeing.

The teacher demonstrates responsibility for ensuring workplace policies, NSW curriculum/EYLF and legislative requirements, are met to ensure student or child safety and wellbeing in the learning environment.

The teacher uses a range of strategies to support student or child wellbeing, implement safe work practices and ensure compliance with current school or service system policies, NSW curriculum/EYLF and legislative requirements.

Examples of evidence K-12 teachers

- Annotated teacher developed lesson plans and/or teaching and learning programs, evaluating the effectiveness of initiatives taken to improve student wellbeing and safe working practices in the classroom.
- Annotated excursion planning documentation and/or lesson plans and/or teaching and learning programs that include strategies for minimising accidents or incidents with appropriate planning and consequences for students who do not comply with safety requirements.
- Teacher developed lesson plans, notes, correspondence, or reflections that identify strategies for implementing discipline and wellbeing protocols in the classroom that reflect school/system policies and NSW curriculum and legislative requirements, evaluated to determine impact on student safety and wellbeing.
- Risk management plans that ensure student safety while inside and outside the classroom, and/or during excursions, demonstrating risk identification and management compliant with school/system policies and NSW curriculum and legislative requirements.
- Documentation recording student safety concerns or records of incident management, compliant with school and system policies and NSW curriculum and legislative requirements.

Examples of evidence early childhood teachers

- Documentation outlining risk assessments for individual children and referrals where relevant compliant with service protocols, EYLF and legislative requirements.

- Evaluations of safety procedures including but not limited to emergency evaluations, lock down, serious incident notification to ensure safety procedures are compliant with service, ELYF and legislative requirements.
- Annotated excursion plans and risk assessments including strategies implemented to minimise accidents or incidents to ensure children’s safety and wellbeing.
- Teacher developed plans for learning and play that include updates and/or evaluations for compliance with workplace health and safety policies, ELYF and legislative requirements, to ensure children’s safety and wellbeing in the teaching and learning environment.
- Audits of safe working practices to ensure plans for children’s wellbeing and safety meet current service and/or system, ELYF and legislative requirements.
- Risk assessment plans that ensure children’s safety while inside and outside the learning environment, and/or during excursions, demonstrating risk identification and management compliant with service and/or system policies, ELYF and legislative requirements.

Focus

Use ICT safely, responsibly and ethically

Standard Descriptor 4.5.2

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- knows policy requirements and school or service guidelines for the safe, responsible and ethical use of ICT
- develops and implements effective strategies that ensure the safe, responsible and ethical use of ICT in learning and teaching
- evaluates the impact of strategies designed to ensure safe, responsible and ethical use of ICT in learning and teaching.

Example 2

A Proficient Teacher:

- establishes clear ICT and cyber safety rules and guidelines that are consistently implemented and monitored to ensure the safe, responsible and ethical use of ICT by students or children
- explicitly demonstrates cyber safety rules and guidelines and the safe, responsible and ethical use of ICT (including but not limited to acknowledging digital sources in presentations and resources and/or protecting online identities to improve student or child knowledge, skills and awareness)
- evaluates the impact of teaching and learning sequences and teaching strategies used to develop students’/children’s knowledge and skills in the safe, responsible and ethical use of ICT.

Observation

The teacher explicitly teaches and models safe, responsible and ethical use of ICT to students or children.

The teacher provides opportunities for students or children to engage with a range of technologies to adapt and apply their knowledge of the safe, responsible and ethical use of ICT to new contexts and situations.

The teacher uses a range of evidence-based strategies to ensure the safe, responsible and ethical use of ICT in the learning environment.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs and/or lesson plans that include plans for the implementation of explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching activities.
- Samples of assessment tasks completed by students that include clear guidelines to students about plagiarism, referencing conventions and academic integrity.
- Samples of emails and online communications (e.g., blogs and online forum posts) between the teacher and students that model responsible and ethical use of ICT.
- Printed excerpts of student online communications with each other in response to teacher developed strategies, demonstrating the impact of the teacher's practice on student's safe, responsible and ethical use of ICT.
- Materials and resources developed by the teacher that incorporate strategies to promote the safe, responsible and ethical use of ICT by students.
- Annotated teaching and learning programs and/or lesson plans/sequences evaluating strategies used to promote the safe, ethical and responsible use of ICT in learning and teaching.
- Teacher developed teaching and learning programs that include explicit student learning outcomes and guidelines for the ethical and safe use of ICT in an online environment.
- Records of teacher collaboration with students to develop guidelines for the safe, responsible and ethical use of ICT.

Examples of evidence early childhood teachers

- Plans for learning and play that explore the purpose of ICT in the learning environment and include explicit strategies to promote safe, responsible and ethical use of ICT in play and learning.
- Children's records of learning and work samples, annotated to identify their current knowledge of the safe, responsible and ethical use of ICT in play and learning to inform future planning.
- Documents that evaluate a range of ICT for use with young children, including but not limited to Apps and suitable online learning programs, to ensure the safe, responsible and ethical use of ICT in the learning environment.
- Newsletters/guidance developed by the teacher for families on the safe, responsible and ethical use of ICT and media for young children based on current research.
- Records of teacher collaboration with children to develop guidelines for the safe, responsible and ethical use of ICT.
- Records of consultations with specialists to consider the safe, responsible and ethical use of ICT to support children with diverse learning needs.
- Annotated teaching and learning programs that include an evaluation of strategies implemented to promote the safe, responsible and ethical use of ICT in children's learning.

- Plans for learning and play that include evaluation of the effectiveness of strategies used to promote the safe, responsible and ethical use of ICT to improve children’s engagement and participation in learning.

Standard 5 - Assess, provide feedback and report on student learning.

Focus

Assess student learning

Standard Descriptor 5.1.2

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- plans and selects from a range of assessment strategies relevant to the learning schedule, the learning activity/experience and the learning outcomes assessed
- uses a variety of informal and formal, diagnostic, formative and summative assessment strategies to assess student or child learning
- uses assessment data to diagnose individual student or child learning needs, plan next steps, and provide effective timely feedback about student or child learning.

Example 2

A Proficient Teacher:

- ensures assessment is an integral part of the teaching and learning cycle, allowing students or children to regularly demonstrate achievement of NSW curriculum/EYLF
- uses a variety of informal and formal, diagnostic, formative and summative assessment strategies to provide information and data about student or child learning
- evaluates the effectiveness of assessment strategies to diagnose and identify student or child learning needs and provide evidence of student or child learning progress and achievement.

Observation

The teacher uses informal and formative assessment strategies throughout a learning activity/experience to gauge student or child understanding against NSW curriculum/ EYLF learning relevant to that activity/experience and provide immediate feedback.

The teacher implements a range of short assessment strategies relevant to classroom/learning environment activities, to give immediate feedback, gauge student or child levels of understanding and learning, and correct any misunderstanding in real time.

Examples of evidence K-12 teachers

- Annotated assessment plans and/or tasks and/or assessment data that include a range of assessment strategies to assess student learning, evaluated to determine effectiveness of the strategy to diagnose student learning.
- Student assessment data analysed to evaluate the effectiveness of assessment strategies, including but not limited to informal and formal, diagnostic, formative and summative assessment, used to provide diagnostic information about student learning.

- Lesson plans or excerpts from a teaching and learning programs that include a formal program or schedule of planned assessments using a range of strategies to assess student learning, evaluated to determine effectiveness of the strategy to diagnose student learning.
- Assessment tasks and rubrics using a range of assessment strategies, including but not limited to informal and formal, diagnostic, formative and summative assessment, to assess student achievement of learning goals and/or syllabus outcomes, analysed to identify the effectiveness of the strategy to assess student learning.
- Assessment plans, tasks, marking criteria and/or rubrics, student work samples and examples of formal and informal feedback analysed to identify the effectiveness of the strategy to assess student learning.
- Student work samples, evaluated to identify the impact of assessment strategies to fully assess student learning to inform the use of future assessment strategies.
- A selection of pre-tests, formative and summative tasks, peer assessment activities, student self-assessment activities and/or verbal or observational assessment strategies, including evaluation of the strategy used to assess student learning relevant to selected learning outcomes.
- Assessment criteria, rubrics and moderation activities developed and used to assess student achievement, diagnose learning needs and comply with curriculum requirements.

Examples of evidence early childhood teachers

- Plans for learning and play that include the teacher's observation of children's interests, knowledge and skills and/or family input and feedback as base line for assessing learning and development progress.
- Formative assessments such observations, jottings, learning stories or examples of children's representations of their learning, analysed to identify the effectiveness of the strategy to assess children's learning.
- A range of assessment strategies, including but not limited to informal and formal, diagnostic, formative and summative assessment, used to identify the child's progress towards learning goals and outcomes, analysed to identify the effectiveness of the strategy to assess children's learning.
- Summative assessments analysing the children's learning strengths and needs, including but not limited to analytic summaries and transition to school statements, analysed to identify the effectiveness of the strategy to assess children's learning.
- Records of children's input to evaluating and assessing their own achievements and challenges.

Focus

Provide feedback to students on their learning

Standard Descriptor 5.2.2

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- uses a range of data gathering points to inform judgement and target feedback about students'/children's learning progress and achievement
- ensures student or child learning feedback is focused, linked to outcomes and timely, ensuring each student or child knows about their learning progress and the specific next steps to achieve growth relative to their learning goals
- evaluates the effectiveness of feedback strategies to provide students or children with timely, informed responses to progress learning.

Example 2

A Proficient Teacher:

- uses evidence-based research to inform practice about a range of effective and appropriate feedback strategies to support student or child learning progress and achievement
- implements a range of feedback strategies (including but not limited to, observations, discussions, marks/grades with written comments and formal written evaluations of student or child achievement) relative to student or child learning goals
- evaluates the impact of feedback strategies to communicate expectations, encourage reflection and action relative to student or child learning progress and their learning goals.

Observation

The teacher provides timely and effective feedback to students or children during the lesson/learning experience to check for understanding and encourage students or children to reflect on and form judgements about their progress towards achieving personal learning goals.

The teacher provides explicit, timely, positive feedback during the lesson/learning experience about student or child learning progress and achievement, supporting reflection on and improvements to their responses.

The teacher uses a range of timely, effective and appropriate feedback strategies in a supportive learning environment to assist students or children improve learning progress and achievement.

Examples of evidence K-12 teachers

- Teacher developed teaching and learning programs and/or lesson plans identifying personalised feedback provided to students addressing specific learning needs.
- Feedback scaffolds and resources developed to support students to engage with feedback on their learning, including but not limited to, feedback on areas of positive achievement, areas for improvement, how to achieve learning goals and move forward.
- Examples of student work showing teacher feedback about their achievement relative to learning goals and NSW syllabus outcomes, identifying the impact of teacher feedback practice on student learning.
- Logs of student conferences outlining feedback given to students on progress and achievement against their learning goals and plans for future learning.
- Records of moderation of common assessment tasks, identifying how students are receiving timely, consistent and efficient feedback aligned with their learning goals.
- Student work samples assessed using marking criteria and annotated to provide timely feedback and guide student about their achievement relative to their learning goals.
- Student survey responses analysed to evaluate the effectiveness of feedback to support student learning progress relative to their learning goals.

Examples of evidence early childhood teachers

- Observation records and examples of formative and summative assessment with feedback, provided to children and families.
- Plans for learning and play that include strategies for feedback and reflection with children about their learning.
- Records of conversations with children engaged in dialogue about their ongoing progress and development with a particular learning experience or task relative to their learning goals.
- Plans for learning and play that refer to evidence-based feedback strategies used to impact children's learning progress and achievement relative to their learning goals.
- Summative and formative assessments that include teacher feedback, where children and/or families have contributed to reflection on their child's learning relative to their learning goals.
- Records of spontaneous conversations providing feedback to parents/carers of what and how infants and toddlers are learning relative to agreed learning goals.
- Children's work samples assessed and annotated using a range of timely, targeted feedback strategies to guide and progress children's learning relative to their learning goals.
- Individual Educational Plans showing strategies used to ensure timely and targeted feedback to progress children's learning relative to their learning goals.

Focus

Make consistent and comparable judgements

Standard Descriptor 5.3.2

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- collaborates with colleagues to design and/or implement a common assessment task
- contributes sample benchmark responses or 'answers could include' responses to assessment moderation activities to support consistent teacher judgement and feedback on student or child learning
- uses agreed marking criteria and selected benchmarks developed during assessment moderation activities when assessing student or child work, to support consistent, comparable judgements of student or child learning.

Example 2

A Proficient Teacher:

- collaboratively contributes to assessment moderation activities, including developing marking criteria and selecting benchmark works, to ensure consistent comparable judgements about student or child learning
- participates in pilot/trial marking processes to test marking criteria and apply standards evident in the benchmarks to ensure the accurate, consistent application of marking criteria
- provides reasons for their judgement in relation to the assessment of individual student or child responses by referring to marking criteria and benchmark works.

Observation

The teacher explains to students or children, as part of the return of work during class, how marking criteria have been developed and applied to the assessment of student or child work, discussing how the standards evident in sample benchmark works developed during the assessment moderation process are used to make consistent judgments about student or child learning across a cohort.

The teacher provides marking criteria and a range of benchmark work samples to students or children as part of a learning activity/experience, to make explicit how consistent reliable judgements about student or child learning are made for common tasks across the cohort.

Examples of evidence K-12 teachers

- Assessment tasks designed by the teacher, with marking criteria and a selection of sample responses to support consistent teacher judgement and student or child learning for colleagues implementing a common assessment task.
- Minutes of meetings and/or discussion notes indicating the teacher's role in collaborating with colleagues in assessment moderation activities to support consistent and comparable judgements of student learning.
- Notes and examples of annotated student work samples, linking common assessment criteria and/or rubrics to make consistent, comparable judgements about student learning.
- Assessment plans, tasks, marking criteria or rubrics, and/or student work samples with teacher feedback, showing the teacher's application of consistent judgement to assess and evaluate evidence of student or child learning.
- Notes and/or minutes of meetings indicating the teacher's participation in and contribution to effective assessment moderation practices, to ensure consistent and comparable judgements are made about student learning to meet NSW curriculum and school or system requirements.
- Marking guidelines developed and implemented by the teacher in response to assessment moderation activities to assist colleagues to make consistent and comparable judgements of student learning.
- Assessment procedures revised by the teacher in response to participation in assessment moderation activities, showing adjustments made to assist colleagues to make consistent and comparable judgements of student learning.
- Student work samples, collated and annotated by the teacher to contribute to assessment moderation activities with colleagues to support consistent, comparable judgments of children's learning.

Examples of evidence early childhood teachers

- Individual child learning records shared and discussed with colleagues and/or families to support consistent strategies for assessing learning and development.
- Formative and summative assessment processes developed collaboratively with colleagues and used to inform assessment moderation activities and future teaching decisions.
- Reflective notes and/or minutes of meetings with colleagues, identifying plans and strategies for the common assessment of child learning across an age cohort or group, to ensure consistent comparable judgements of child learning.
- Benchmark samples/observations of children's learning annotated to assist colleagues in moderating assessments to support consistent, comparable judgements about children's learning.

- Notes and/or minutes of meetings with colleagues indicating the teacher's participation in and contribution to effective assessment moderation practices that ensure consistent, comparable teacher judgement when assessing evidence of children's learning.
- Children's work samples/observations collated and annotated by the applicant and used in assessment moderation activities with colleagues to support consistent, comparable judgments of children's learning.

Focus

Interpret student data

Standard Descriptor 5.4.2

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- gathers a variety of evidence of student or child understanding of subject/learning content in relation to NSW curriculum/EYLF
- uses assessment as, of and for learning across a range of learning activities/experiences to identify student or child learning and understanding of subject/content
- analyses assessment data to identify modifications to teaching practice and learning interventions required for individual students or children and groups of students or children.

Example 2

A Proficient Teacher:

- analyses assessment data, identifying student or child learning strengths and learning needs to inform interventions, adjustments and modifications to future learning and teaching programs
- differentiates and adjusts teaching and learning programs based on the analysis of assessment data to address identified learning strengths and needs and make specific interventions
- gathers new assessment data to evaluate the impact of interventions and adjustments to learning and teaching programs on student or child understanding of subject/content.

Observation

The teacher uses informal, formative assessment strategies during the lesson/learning experience to determine student or child understanding of subject/content (for example, discussion and/or direct question and answer routines and/or student or child demonstrations of learning on the whiteboard), making real time interventions and modifications to teaching to address misunderstandings and directly assist learning.

The teacher uses assessment data feedback charts in the classroom/learning environment to refer students or children to personal learning goals, making adjustments for any required interventions or modifications to teaching practice to ensure student or child understanding of subject content.

Examples of evidence K-12 teachers

- Annotated analysis of student assessment data identifying strengths and weaknesses in student understanding of core concepts/skills and/or learning area content to identify interventions and modifications required to teaching and learning programs.
- Annotated analysis of assessment data identifying the impact of interventions for individual students and/or groups of students to inform ongoing modifications to teaching practice.
- Analysis of assessment data to evaluate impact of teaching practice by comparing levels of student understanding of subject content and growth in learning across a variety of assessment types.
- Annotated personalised learning plans evaluating the impact of selected interventions and the modifications to teaching practice on student learning progress and achievement.
- Records of meetings with the Accreditation Supervisor and/or colleagues analysing assessment data to identify interventions and modifications to teaching practice to enhance student learning progress and achievement.
- Evaluation of teaching and learning programs and/or lesson plans using student assessment data to identify interventions and modifications to teaching practice to enhance student learning progress and achievement.

Examples of evidence early childhood teachers

- Analysis of child assessment data to inform the planning cycle and individual child's learning goals and strategies to identify interventions or modifications required to teaching practice.
- Annotated assessment data, including observation notes of child learning, to identify children's learning strengths, interests and needs to inform planning for learning interventions and modifications to teaching practice.
- Individual Education Plans (IEP) with progress notes, evaluating the implementation of selected interventions and the impact of modifications to teaching practice on child learning progress and achievement.
- Records of discussions with families regarding children's learning progress based on analysis of a variety of assessment data to inform decisions regarding referrals to intervention and support services.
- Assessment data that includes information from a range of assessment types, analysed to identify a child's learning strengths and interests to develop learning goals and inform planning for learning interventions and modifications to teaching practice.
- Children's assessment data (such as internal–children's work samples/observations of learning; external–speech pathologist assessments), annotated to evaluate the effectiveness of learning and teaching practices and identify areas for modification or intervention.

Focus

Report on student achievement

Standard Descriptor 5.5.2

Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- bases reports on a systematic assessment of student or child learning that accurately reflect NSW curriculum outcomes/EYLF
- collects student or child work samples and keeps an accurate record of assessment, report data and comments to track student or child learning progress and identify areas for improvement
- contributes to a centralised record of assessment tasks and report information and/or completes assessment records and/or reports per school or service/system policies and requirements.

Example 2

A Proficient Teacher:

- develops informative reports for students or children and parents/carers, using accurate and reliable assessment data
- ensures reporting information to students or children and parents/carers is accurate, accessible, informative and timely, reflecting NSW curriculum outcomes/EYLF
- evaluates the effectiveness of report information to communicate student or child learning progress and achievement, reflective of school or service/system policies and requirements, using feedback from students or children and/or parent/carer.

Observation

This Standard Descriptor is not suitable for observation.

Examples of evidence K-12 teachers

- Annotated record of conferences and/or meetings with students and parents/carers and/or specialist support staff using reporting records to discuss student achievement.
- Notes prepared for parent/carer and teacher interviews and/or annotated class lists to prepare for parent/carer interviews, using reporting records to accurately communicate student learning strengths, achievement of learning goals and areas for further improvement.
- A selection of report comments, annotated to identify and evaluate the accuracy of report information to inform students and parents/carers about learning strengths and areas for improvement.
- Annotated student reports for record keeping identifying student assessment data used to provide accurate information to students and parents/carers about learning progress and achievement.
- Student and/or parent/carer surveys, evaluated to determine the effectiveness of teacher reports to communicate accurately and respectfully to students and parents/carers, to inform revisions and improve communication about student learning progress.

Examples of evidence early childhood teachers

- Notes from meetings with family's/carers, using reporting records to discuss a child's learning progress, reflective of service policy and practice.
- Records of communication with families/carers about child learning progress and achievement, demonstrating regular use of accurate and reliable records to inform communication.
- Preparation notes for family/carer meetings to discuss a child's learning strengths, learning needs and identify future learning goals, identifying the use of clear, respectful communication based on accurate records of children's learning progress.

- Annotated Transition to School statements identifying clear, accurate and respectful reporting based on records of child learning progress and achievement.
- Parent/carer survey results, evaluating the effectiveness of school reports to meet the needs of students, parents/carers and inform revisions to improve future communication about children's learning progress.
- Sample records of children's learning progress and development, analysed to ensure accurate, informative, respectful reporting is provided to parents/carers about individual children's learning.

Standard 6 - Engage in professional learning.

Focus

Identify and plan professional learning needs

Standard Descriptor 6.1.2

Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- uses the Australian Professional Standards for Teachers to plan professional learning and identify specific professional learning goals targeted at improving teaching practice
- develops effective relationships with colleagues, including the Accreditation Supervisor, to support professional learning relative to professional learning goals
- evaluates and keeps records of professional development activities aligned to improving specific teaching practices identified by the Standard Descriptors for Proficient Teacher.

Example 2

A Proficient Teacher:

- reflects on teaching practice using the Australian Professional Standards for Teachers to identify professional learning goals
- engages in professional learning (including but not limited to, internal observation of high-quality models of teaching practice, sharing of expertise, constructive professional feedback, school or service/employer based professional learning and externally provided professional learning)
- applies new knowledge and skills to teaching practice and is responsive to suggestions from Accreditation Supervisors and colleagues for improvements to practice.

Observation

This Standard Descriptor is not suitable for observation.

Examples of evidence K-12 teachers

- Records of meetings with the Accreditation Supervisor or colleagues that identify use of the Australian Professional Standards for Teachers to inform observations of classroom teaching practice, and/or collaboration with colleagues on lesson planning, and/or support to analyse student assessment data and/or evaluate student achievement.
- Professional learning plan, including teacher reflection on teaching practice using the Standards.
- Performance appraisal documents and reflection notes identifying goals for learning using the Standards to determine personal professional development targets and identify opportunities for professional growth.
- Meeting notes from discussions with colleagues and/or the Accreditation Supervisor analysing the Standards to identify areas for professional growth, plan targeted learning goals and identify personal professional development needs.

- Reflection notes about professional learning undertaken and/or strategies for continuous improvement of teaching practice based on the Standards.
- Meeting notes from discussions with the Accreditation Supervisor or colleagues using the Standards to establish professional learning goals targeting improved classroom practice.
- Records of engagement in professional dialogue with colleagues, professional teaching blogs or communities of practice, using the Australian Professional Standards for Teachers, to identify learning goals targeting improved classroom practice.

Examples of evidence early childhood teachers

- Meeting records with supervisor/manager and/or colleagues and/or the Accreditation Supervisor regarding performance review using the Standards to identify learning goals and inform personal professional development requirements.
- Annotated professional learning plan, using the Australian Professional Standards for Teachers to determine personal professional development goals and identify opportunities for professional growth aligned to the EYLF.
- Record of engagement in professional learning activities, identifying the Australian Professional Standards for Teachers used to support learning goals targeting improved teaching practice, including but not limited to, listening to and learning from colleagues, professional reading, working with a mentor or coach, undertaking post-graduate study and/or participating in service based professional learning projects.
- Meeting notes from dialogue with colleagues and/or the Accreditation Supervisor that includes critical reflection using the Australian Professional Standards for Teachers to evaluate improvements in teaching practice.
- Records of engagement and dialogue with colleagues, professional teaching blogs or communities of practice, to support learning goals targeting improved teaching practice based on the Australian Professional Standards for Teachers.
- Meeting notes from discussions with the Accreditation Supervisor or colleagues, analysing the Standards to identify growth areas and improve teaching practice, plan targeted learning goals and identify personal professional development needs.
- Annotated personal professional development plans based on the Standards to determine professional learning goals that support ongoing improvements in teaching practice.

Focus

Engage in professional learning and improve practice

Standard Descriptor 6.2.2

Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- works collaboratively with a range of colleagues as part of a team (including but not limited to, EAL/D teachers, gifted and talented teachers, Special Education Teachers, early intervention teachers and Aboriginal Education Officers), to contribute to collegial discussions and improve professional knowledge and practice

- acknowledges and responds to constructive feedback and applies feedback from colleagues to improve practice
- works with colleagues to implement improved professional knowledge and practice and evaluate impact on student or child learning progress and achievement.

Example 2

A Proficient Teacher:

- collaborates with colleagues to plan, write, evaluate and reflect on programs and/or units of work and generate ideas for improvement
- uses professional knowledge to implement revised programs and/or units of work
- contributes to the review and evaluation of programs and units of work to improve professional knowledge and teaching practice and act on feedback.

Observation

This Standard Descriptor is not suitable for observation.

Examples of evidence K-12 teachers

- Annotated professional learning log identifying opportunities, including but not limited to professional development forums, professional readings and/or postgraduate study to update teaching knowledge and practice and meet school and/or system priorities.
- Professional learning journal identifying professional learning needs and evaluating changes in knowledge and practice due to engagement in postgraduate study, formal training and/or professional learning, targeting school or service and/or system priorities.
- Records of participation in professional learning activities, annotated to identify targeted changes to knowledge and practice based on professional needs and school and/or system priorities.
- Professional learning log that includes self-reflection on the impact of professional learning to update/improve knowledge and practice, target professional learning needs and support school and/or system priorities.
- Professional learning plans that identify the basis for updating knowledge and practice linked to professional learning needs and service/sector priorities.
- Annotated readings and/or research publications on effective teaching practice, linked to school action research strategies or plans, including reflection on the impact of professional learning to update knowledge and practice, target professional needs and support school and/or system priorities.

Examples of evidence early childhood teachers

- Professional learning logs annotated to include reflections on updates to knowledge and practice targeting early childhood sector and service priorities.
- Professional learning journal that identifies professional learning needs and service/sector priorities as basis for updating knowledge and practice.
- Professional learning log that includes reflection on the impact of professional learning to update/improve knowledge and practice, target professional learning needs and support service and/or sector priorities.
- Professional reading logs and/or annotated articles, including reflection notes on the implementation of updates to knowledge and practice.

- Teacher Action Research or Practitioner Inquiry Projects that reflect engagement with professional learning to update knowledge and practice targeting professional needs and service and/or sector priorities.
- Annotated professional learning log identifying opportunities, including but not limited to professional development forums, professional readings and/or postgraduate study to update teaching knowledge and practice and meet service and/or sector priorities.

Focus

Engage with colleagues and improve practice

Standard Descriptor 6.3.2

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- works collaboratively with a range of colleagues as part of a team, including but not limited to, EAL/D teachers, gifted and talented teachers, Special Education Teachers, early intervention workers and Aboriginal Education Officers, to contribute to collegial discussions and improve professional knowledge and practice
- acknowledges and responds to constructive feedback and applies feedback from colleagues to improve practice and student or child learning progress and achievement
- works with colleagues to implement improved professional knowledge and practice and evaluate impact on student or child learning progress and achievement.

Example 2

A Proficient Teacher:

- collaborates with colleagues to plan, write, evaluate and reflect on programs and/or units of work and contribute to discussions and generate ideas for improvement
- uses professional knowledge to implement revised programs and/or units of work
- contributes to the review and evaluation of programs and units of work to improve professional knowledge and teaching practice and act on feedback.

Observation

This Standard Descriptor is not suitable for observation.

Examples of evidence K-12 teachers

- Meeting agendas, notes and/or minutes of professional team or committee meetings identifying the teacher's role, contribution and/or participation in collegial discussions.
- Annotated teaching and learning programs and/or unit/lesson plans recording feedback from regular discussions with the Accreditation Supervisor and/or colleagues to improve professional knowledge and practice, indicating how feedback has been applied.
- Evaluations of the impact of feedback from the Accreditation Supervisor and/or colleagues on student learning outcomes.
- Screenshots/minutes/notes identifying the teacher's role in online and/or broader community educational forums and discussions to improve professional knowledge and practice.

- Minutes of professional learning meetings identifying the teacher's contribution to the development of faculty/stage/school annual professional learning plans to improve professional knowledge and practice.
- Records of feedback and professional discussions with the Accreditation Supervisor and/or colleagues directed at improving knowledge and practice to impact student learning outcomes.

Examples of evidence early childhood teachers

- Reflection on feedback from professional discussions with the Accreditation Supervisor and/or colleagues and/or other specialists to improve professional knowledge and practice.
- Minutes of team meetings indicating the teacher's role and contribution of professional knowledge and practice to evaluations and reflections on improving children's learning progress and achievement.
- Records of professional discussions and feedback to improve professional knowledge and practice between the teacher and the manager/educational leader and/or the Accreditation Supervisor and/or colleagues,
- Reflective journal entries documenting feedback from the Accreditation Supervisor and/or colleagues, used to establish learning goals to improve professional knowledge and practice, indicating how feedback has been applied.
- Performance review documentation indicating feedback from the Accreditation Supervisor and/or colleagues to improve professional knowledge and practice and an action plan developed by the teacher indicating how feedback has been applied.
- Meeting agendas, notes and/or minutes of meetings from communities of practice or learning circles, identifying the teacher's role and contribution to improve professional knowledge and practice.

Focus

Apply professional learning and improve student learning

Standard Descriptor 6.4.2

Undertake professional learning programs designed to address identified student learning needs.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- analyses student or child assessment data to identify student or child learning needs
- critically evaluates the effectiveness of current teaching practice to address identified student or child learning needs
- uses evaluation of assessment data and teaching practice to identify and undertake professional learning designed to improve teaching practice to address identified student or child learning needs.

Example 2

A Proficient Teacher:

- undertakes professional learning to support the analysis of teaching practice and its impact on identified student or child learning needs

- applies professional learning to teaching practice and the design and delivery of learning activities to support the identified learning needs of a range of students or children
- uses student observation, assessment or feedback data to evaluate the effectiveness of changes to teaching practices as a result of professional learning to address identified student or child learning needs.

Observation

This Standard Descriptor is not suitable for observation.

Examples of evidence K-12 teachers

- Teaching and learning programs and/or lesson plans identifying modifications made in response to professional learning implemented to address identified student learning needs.
- Annotated student learning and assessment data analysing student learning needs and identifying plans for professional learning to impact student learning.
- Professional learning plans that include a program of selected professional development and other professional learning activities designed to improve teaching practice and address identified student learning needs.
- Annotated, school-based professional development programs and learning activities, identifying plans to implement professional learning to address identified student learning needs and improve student learning outcomes.
- Notes from collaborative discussions and professional reflections with the Accreditation Supervisor and/or colleagues, evaluating the impact of professional learning applied to enhance teaching practice and address identified student learning needs.
- Annotations to professional learning logs, evaluating the application of new understandings developed through professional learning to address identified student learning needs and improve learning outcomes.

Examples of evidence early childhood teachers

- Annotated child learning and assessment data, analysing child learning strengths and needs and identifying plans for professional learning to impact child learning outcomes.
- Professional learning plan that includes a range of professional development and other professional learning activities designed to improve teaching practice and address identified child learning needs.
- Annotated Action Research/Practitioner Inquiry undertaken to address identified child learning needs and improve learning outcomes.
- Reflective journal evaluating the application of professional learning to address identified child learning needs and improve learning outcomes.
- Notes from collaborative discussions and professional reflections with the Accreditation Supervisor and/or colleagues, identifying the impact of professional learning to enhance teaching practice and improve child learning outcomes.

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

Focus

Meet professional ethics and responsibilities

Standard Descriptor 7.1.2

Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- knows the school or service and/or systems/sectors code/s of ethics and conduct and the regulatory requirements that apply to their teaching context
- adheres to code/s of conducts, ethical behaviour and regulatory requirements and applies established procedures across the full range of professional activities (including but not limited to requirements for student or child privacy and confidentiality, record keeping and professional expectations and responsibilities when dealing with students or children, colleagues and the community)
- monitors self when engaging with students or children, colleagues and the community and responds to issues regarding conduct and ethical behaviour with colleagues and/or school or service/system leadership where required.

Example 2

A Proficient Teacher:

- engages with and understands school or service and/or systems/sector policies and procedures in relation to codes of ethics and conduct and the regulatory requirements that apply to their teaching context
- complies with school or service policies and procedures in relation to codes of ethics and conduct and regulatory requirements (including but not limited to, reporting on student or child welfare, record keeping requirements and responsibilities regarding privacy and confidentiality)
- employs appropriate, well-reasoned and justifiable actions across all aspects of professional conduct, including ethical behaviour and meeting regulatory requirements.

Observation

The teacher manages student or child behaviour using classroom/learning environment and/or student or child management plan that reflects the implementation of school or service and/or system policies and procedures.

Examples of evidence K-12 teachers

- Meeting notes and/or communications with a range of stakeholders in a variety of contexts and situations, annotated to identify the application of school policies and procedures in relation to code/s of ethics and conduct and the application of regulatory requirements.
- Written communication from a variety of contexts and situations annotated to identify compliance with current school/system policies and procedures in relation to codes of ethics and conduct, and knowledge of regulatory requirements.

- Communication plans and strategies developed by the teacher displaying ethical behaviour when communicating with students, parents/carers and the community.
- School/system policy or procedure documents addressing codes of ethics and conduct, annotated to identify the application of protocols in relation to student privacy and confidentiality and professional responsibilities regarding record keeping when communicating with students, colleagues and the community.

Examples of evidence early childhood teachers

- Communication with families and/or permissions annotated to identify the application of service/sector codes of ethics and conduct relating to child privacy when working with images of children and children's work samples.
- Meeting records, emails and other communications annotated to identify the teacher's application of regulatory and service/sector code of ethics and conduct for mandatory reporting.
- Examples of communications with families and/or children and/or other educators, including but not limited to records of discussions, newsletter contributions and displays, annotated to identify the teacher's application of service/sector and/or regulatory requirements when interacting with children's families and/or colleagues.
- Examples of communications with colleagues, families and the community identifying the application of service/sector policy or procedures for ethics and codes of conduct in relation to privacy and confidentiality and/or professional responsibilities regarding record keeping.
- Written communication from a variety of contexts and situations annotated to identify the teacher's application of current service/sector policies and procedures in relation to codes of ethics and conduct, and knowledge of legislative requirements.

Focus

Comply with legislative, administrative and organisational requirements

Standard Descriptor 7.2.2

Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- incorporates legislative requirements and mandatory school or service and system/sector procedures and policy into teaching and learning programs and teaching practice
- implements legislative and school or service requirements in teaching practice (including but not limited to, NSW curriculum and assessment requirements/EYLF principles and practices, conflict resolution strategies, school or service administrative requirements, mandatory reporting responsibilities, WHS and inclusive education legislation)
- regularly reviews the inclusion of mandatory policies and legislative requirements in teaching practice and updates to ensure accuracy.

Example 2

A Proficient Teacher:

- interprets legislative, administrative and organisational requirements that apply to their teaching context to ensure understanding and compliance
- checks for accuracy and compliance with legislative, administrative, organisational or mandatory requirements and/ or school/sector policies and processes to modify and adjust teaching and learning programs and/or lesson/learning plans and/or classroom practice where required
- monitors and evaluates the incorporation of school or service policies and processes to ensure legislative, administrative, organisational and professional requirements are met.

Observation

The teacher complies with legislative, administrative, organisational and professional requirements as part of their teaching practice.

The teacher implements relevant legislative, administrative, organisational and professional requirements in their teaching practice, including but not limited to conflict resolution strategies, WHS and inclusive education legislation.

Examples of evidence K-12 teachers

- Teaching and learning programs and/or lesson plans annotated to identify compliance with school/system mandatory policy and processes.
- Classroom/student management plans, annotated to identify implementation of school/system policies and processes.
- Records of emails and other communications generated by the teacher, annotated to identify compliance with legislative, administrative, organisational and professional requirements.
- Student reports, annotated to identify where school/system policy, administrative and legislative requirements have been met for reporting to students and parents/carers on learning progress and achievement.
- Documentation for excursions, annotated to identify compliance with school policies and procedures, risk management and legislative, administrative, organisational and professional requirements.
- Teaching and learning programs and/or lesson plans annotated to identify compliance with school/systems policies and processes, legislative, administrative, organisational and professional requirements for Workplace Health and Safety.

Examples of evidence early childhood teachers

- Teacher developed management plans for children's medical, inclusion, dietary and health needs annotated to identify compliance with service/sector policy and legislative, administrative, organisational and professional requirements.
- Documentation for excursions, annotated to identify compliance with service/sector policies and procedures, risk management and legislative, administrative, organisational and professional requirements.
- Plans for learning and play, annotated to identify compliance with service/sector policies and procedures and legislative, administrative, organisational and professional requirements for Workplace Health and Safety.
- Learning environment child management plans, routines and transition plans, annotated to identify implementation of service/sector policies and processes.

Focus

Engage with the parents/carers

Standard Descriptor 7.3.2

Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- plans and initiates discussions with parents/carers about their child's learning and wellbeing, following established school or service protocols for respectful communication with parents/carers
- implements agreed strategies in response to discussions with parents/carers to support student or child learning and wellbeing, and provides evidence of student or child learning progress and achievement
- follows up on communications and meets with parents/carers to provide feedback on improvements in student or child learning and wellbeing.

Example 2

A Proficient Teacher:

- seeks and uses feedback from parents/carers about their child's learning and wellbeing
- works collaboratively with parents/carers to develop a communication plan that provides regular, easily accessible information about their child's learning and wellbeing
- devises and implements a communication plan that supports parents/carers to be involved in their child's learning and provide timely responses to parent/carer enquiries and feedback.

Observation

This Standard Descriptor is not suitable for observation

Examples of evidence K-12 teachers

- Professional communications responding to parents/carers about their child's learning and/or wellbeing, annotated to identify effective, responsive communication with parents/carers about translations into the home language for EAL/D families or groups, where relevant.
- Notes/records and communications from meetings with specialist colleagues such as Aboriginal Education Assistants and Community Liaison Officers, annotated to identify information to include in effective, responsive communication with parents/carers about their child's learning and wellbeing.
- Student achievement or progress records that have been provided and/or discussed with parents/carers and annotated to identify feedback and responsive action plans.
- Communication resources/materials generated by the teacher to support parents/carers to understand their child's learning development, outlining procedures/programs, school practices, events and/or assessment practices developed to meet a range of student learning needs.
- Examples of feedback from parents/carers, analysed to evaluate communication strategies used to improve the information provided about their child's learning and wellbeing.

Examples of evidence early childhood teachers

- Annotated records/notes about the exchange of daily information between the teacher and parents/carers about the learning and wellbeing of their child.
- Analytic summaries, transition to school statements and/or portfolios shared with families, annotated to identify collaboration with parents/carers regarding their child's learning and wellbeing including feedback for future planning.
- Planning notes and records of written communications with families annotated to identify areas of collaboration regarding the child's learning and well-being.
- Invitations for families to contribute to the education programs, newsletters and other events generated by the teacher.
- Records of teacher and family involvement in plans for children's daily transitions to the early childhood setting.
- Communication resources/materials generated by the teacher to support and involve parents/carers in decision making opportunities about their child's learning and wellbeing.

Focus

Engage with professional teaching networks and broader communities

Standard Descriptor 7.4.2

Participate in professional and community networks and forums to broaden knowledge and improve practice.

Examples of integrated evidence linking practice and impact

Example 1

A Proficient Teacher:

- seeks opportunities to network and attend professional network meetings (including but not limited to, online educational forums, professional associations, local area networks and learning communities/communities of practice), targeting identified professional learning needs to broaden knowledge and improve practice
- applies knowledge and uses resources from participation in professional and community networks to improve practice
- evaluates the impact of enhanced knowledge to improve teaching practice and progress student or child learning.

Example 2

A Proficient Teacher:

- actively participates in professional networks and associations (including but not limited to, participating in professional associations, keeping up to date with NSW curriculum/EYLF and policy changes, online education forums engaging with current research and developments in teaching and learning resources)
- follows school or service policy and procedures to engage specialist expertise and/or school or service community expertise to improve teaching and learning
- evaluates the application of knowledge sourced from specialist expertise and expertise in the wider school or service community, to impact on teaching practice and improve student or child learning progress and achievement.

Observation

This Standard Descriptor is not suitable for observation.

Examples of evidence K-12 teachers

- Annotated records of activities undertaken in a professional network with notes to explain the impact of the activities on student learning and improvements to teaching practice.
- Meeting agendas, notes or screenshots demonstrating regular attendance at and contribution to professional forums, conferences or workshops, including reflections on how knowledge has been broadened and practice improved.
- Proposals/applications developed with community groups, including local Aboriginal and/or Torres Strait Islander groups and/or Elders, analysing the impact of participation to broaden knowledge and improve teaching practice.
- Meeting minutes, resources and/or presentations, annotated to identify the teacher's ongoing contribution to professional teacher associations and/or professional and community networks, including reflections on the impact of participation to broaden knowledge and improve teaching practice.

Examples of evidence early childhood teachers

- Annotated records of participation in teacher and professional network meetings and /or online educational forums, including reflections on the impact of engagement on professional knowledge and teaching practice.
- Records of engagement with Peak Bodies and/or inter agency groups, including but not limited to teacher contribution to newsletters, attendance at peak agency meetings and forums, subscriptions to professional organisations, including reflections on the impact of participation to broaden knowledge and improve teaching practice.
- Records of attendance at professional workshops and conferences with reflection on resulting changes to professional practice.
- Evidence of engagement with community cultural groups, including local Aboriginal and/or Torres Strait Islander groups and/or Elders, analysing the impact of participation to broaden knowledge and improve teaching practice.