



AITSL Standards for teacher librarian practice

ALIA Schools
March 2014

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Background

Since the early 2000s, teacher librarians have had ongoing involvement in the standards movement at the national level. In 2005, the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) published the joint statement: *Standards of professional excellence for teacher librarians*. It outlines the professional knowledge, practice and commitment expected of teacher librarians working at a level of excellence. This statement was developed in the context of standards published by other Australian professional associations for educators. Its major aim was to achieve national consensus on what constituted excellent teacher librarian practice, to inform the profession and enhance student learning outcomes.

Work on standards has continued at the national level with teacher librarians involved in the consultation and validation process. The Australian Institute for Teaching and School Leadership (AITSL) in consultation with national bodies involved in education has published the *National Professional Standards for Teachers*. There are seven standards grouped into three domains: Professional Knowledge, Professional Practice and Professional Engagement. Descriptors are provided at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead. These were endorsed by MCEECDYA in December 2010.

Rationale

The document, *AITSL Standards and teacher librarian practice* has been developed to assist principals, teacher librarians and school communities. The document has the following applications:

- It provides exemplars of practice for teacher librarians.
- It would be of value to principals who are focussing on the role of the teacher librarian within the school.
- It provides details about teacher librarian practice to those involved with performance appraisal.

Organization

The document is in two parts: primary and secondary. Within each part there are three sections representing the career stages of Proficient, Highly Accomplished and Lead.

Working Party

A working party to develop this document was established at the ALIA Schools Committee Meeting of May 2013. Membership of the Working Party: Anna Apfelstedt, Anne Chowne, Susanne Graetsch, Kris Johnstone, Kate Love, Tilly Stoove and Sandra Ryan [Chair].

Part A: Primary (Proficient teachers)

Primary (Proficient)		Professional Knowledge: Standard 1	<i>Know students and how they learn</i>
	Focus Area	Practice	Evidence
1.1	<p>Physical, social and intellectual development and characteristics of students</p> <p>Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p>	<ul style="list-style-type: none"> • Include a range of activities: individual, group and whole class, to cater for individual student success • Provide rich digital and print resources 	<ul style="list-style-type: none"> • Planners: annual, term, weekly • Research guides for a number of topics across the upper primary levels
1.2	<p>Understand how students learn</p> <p>Structure teaching programs using research and collegial advice about how students learn.</p>	<ul style="list-style-type: none"> • Invite colleagues to observe lessons and provide feedback about your teaching • Document feedback and set goals to implement specific actions • Read relevant articles from educational journals to stay up to date with current research findings • Contribute to discussions on social media sites 	<ul style="list-style-type: none"> • Journal log of professional reading • Goal setting from observation
1.3	<p>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	<ul style="list-style-type: none"> • Refer to the collection development policies incorporate the diversity of backgrounds within the school community • Liaise with school welfare officer / counsellor to gain knowledge and skills to continuously promote the emotional, behavioural and cognitive growth of students from specific backgrounds • Use displays to showcase resources in the library that celebrate the cultures and religions of students at school 	<ul style="list-style-type: none"> • Planners • Policies • Visual evidence of a variety of displays
1.4	<p>Strategies for teaching Aboriginal and Torres Strait</p>	<ul style="list-style-type: none"> • Ensure the inclusion of strategies to meet the needs of Aboriginal and Torres Strait Islander 	<ul style="list-style-type: none"> • Planners • Selection criteria policy

	<p>Islander students</p> <p>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.</p>	<p>students in units of work</p> <ul style="list-style-type: none"> • Liaise with community groups and invite guest speakers to give students authentic experiences • Identify current Aboriginal and Torres Strait islanders resources in the collection • Refer to the selection criteria policy 	<ul style="list-style-type: none"> • Resource lists of Aboriginal and Torres Strait Islander materials
1.5	<p>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>	<ul style="list-style-type: none"> • Use student data to inform the design of lessons to cater for individual needs • Read widely to keep up-to-date with research findings different teaching strategies 	<ul style="list-style-type: none"> • Data sourced from classroom teachers and coordinators • Data sourced from the library management system • Student surveys and reflections • Professional reading log • Planners
1.6	<p>Strategies to support full participation of students with disability</p> <p>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>	<ul style="list-style-type: none"> • Ensure the layout and the equipment/furniture promotes equal access for all school members • Consult classroom teachers and coordinators to ensure the resources are suitable for all students who have disabilities 	<ul style="list-style-type: none"> • Records of meetings with classroom teachers and coordinators • Library floor plan

Primary (Proficient)		Professional Knowledge: Standard 2	<i>Know the content and how to teach it</i>
	Focus Area	Practice	Evidence
2.1	<p>Content and teaching strategies of the teaching area</p>	<ul style="list-style-type: none"> • Use a range of strategies based on authoritative research findings • Use content and teaching strategies that 	<ul style="list-style-type: none"> • Attend professional development sessions • File of educational articles distributed at staff meetings

	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	<p>incorporate students' prior knowledge</p> <ul style="list-style-type: none"> • Design literature and information literacy lessons that make connections with the current curriculum initiatives in the school 	<ul style="list-style-type: none"> • Professional reading log • Planners • Examples of mind maps to introduce a unit of work
2.2	<p>Content selection and organisation</p> <p>Organise content into coherent, well-sequenced learning and teaching programs.</p>	<ul style="list-style-type: none"> • Contribute to an overview of literacy and information literacy skill development • Draw upon student interests and school initiatives to select content for the program • Ensure the inclusion of core concepts 	<ul style="list-style-type: none"> • Planners • Student surveys and reflections • School review data
2.3	<p>Curriculum, assessment and reporting</p> <p>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p>	<ul style="list-style-type: none"> • Design a program that integrates literacy and information literacy skills with other required elements in the overall school curriculum • Modify teaching program in response to areas where students are experiencing difficulty • Identify opportunities for assessing student's learning progress 	<ul style="list-style-type: none"> • Examples of rubrics that incorporate information literacy skills and processes with classroom content
2.4	<p>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<ul style="list-style-type: none"> • Select appropriate resources from the collection that classroom teachers may incorporate into their lessons • Organise and promote author/artist visits by Aboriginal and Torres Strait Islander • Promote the work of organisations that supply knowledge about the lives of Aboriginals and Torres Strait Islanders 	<ul style="list-style-type: none"> • Resource lists of fiction and non-fiction materials • Documentation of visiting author/artist programs • Planners • Visual evidence of displays
2.5	<p>Literacy and numeracy strategies</p> <p>Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.</p>	<ul style="list-style-type: none"> • Design literature programs that support literacy teaching • Organise and provide resources that support teachers in their literacy and numeracy programs • Develop an overview of literature and information literacy skills that shows the sequential 	<ul style="list-style-type: none"> • Library and/or school policies pertaining to literacy and information literacy • Scope and sequence of programs • Skills overview

		development of these skills across the primary years	
2.6	<p>Information and Communication Technology (ICT)</p> <p>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>	<ul style="list-style-type: none"> • Provide learning opportunities that utilise a variety of digital technologies • Incorporate a range of web 2.0 and 3.0 tools across the program • Use video conferencing for students demonstrate their learning successes to others in different geographic locations 	<ul style="list-style-type: none"> • Documentation of sessions • URLs for blogs, wikis and other online forums used • Planners • Usage statistics gathered from the various web 2.0 and 3.0 tools

Primary (Proficient)		Professional Practice: Standard 3	<i>Plan for and implement effective teaching and learning</i>
	Focus Area	Practice	Evidence
3.1	<p>Establish challenging learning goals</p> <p>Set explicit, challenging and achievable learning goals for all students.</p>	<ul style="list-style-type: none"> • Devise specific challenging learning goals and tasks in consultation with the students • Incorporate peer feedback throughout • Provide students with opportunities to conference with the teacher librarian to gain specific feedback and guidance during the unit of work 	<ul style="list-style-type: none"> • Examples of tasks set • Samples of pieces of work • Samples of peer feedback
3.2	<p>Plan, structure and sequence learning programs</p> <p>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</p>	<ul style="list-style-type: none"> • Identify student learning outcomes • Devise and implement inquiry learning programs that develop higher order thinking capacities • Provide a range of print and digital resources appropriate to the learning needs of individual students 	<ul style="list-style-type: none"> • Examples of work tasks to demonstrate differentiation • Resource lists of print and digital materials
3.3	<p>Use teaching strategies</p> <p>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and</p>	<ul style="list-style-type: none"> • Plan to use a variety of teaching strategies including problem solving, hypothesising, justifying decisions, generation of new ideas, analysing and evaluating sources, reflecting, 	<ul style="list-style-type: none"> • Records showing strategies used • Examples of work tasks • Examples of reflection comments

	creative thinking.	<p>scaffolding, conferencing</p> <ul style="list-style-type: none"> Establish inquiry learning processes that allow students to engage in appropriate and authentic work tasks 	<ul style="list-style-type: none"> Visual records of students engaging in authentic work tasks
3.4	<p>Select and use resources</p> <p>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>	<ul style="list-style-type: none"> Include a variety of relevant print, digital and physical resources for students to complete their work tasks Generate electronic resource lists for students and staff accessed via the library management system Promote available unit resources to staff and students electronically Invite expert guest speakers to visit school and talk to / interact with students Provide relevant resources prior to teacher planning sessions Seek feedback on resource suitability and access to inform selection processes 	<ul style="list-style-type: none"> Screenshots of library website or intranet page Records of feedback Resource lists
3.5	<p>Use effective classroom communication</p> <p>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>	<ul style="list-style-type: none"> Participate in teacher group observations – be observed by colleagues while teaching and seek their feedback about the use of closed and open questions, effectiveness of strategies to gauge student understanding and teacher student interaction 	<ul style="list-style-type: none"> Records of questionnaire, anecdotal comments Visual records of lessons on iPads / video cameras
3.6	<p>Evaluate and improve teaching programs</p> <p>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p>	<ul style="list-style-type: none"> Survey students about the effectiveness of teaching during the unit of work Analyse students' work to evaluate their information literacy skills. Use student work and evaluations to target specific areas where skills need improving, such as how to select relevant information 	<ul style="list-style-type: none"> Student work samples Student surveys

3.7	<p>Engage parents/ carers in the educative process</p> <p>Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.</p>	<ul style="list-style-type: none"> • Provide information to parents/carers about literacy and literature skills being developed during units of works / terms of the year • Invite parents/carers to participate in student work or activities 	<ul style="list-style-type: none"> • Newsletter articles • Library or school blog • School assembly • Parent attendance at library promotional events: guest author talks
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Primary (Proficient)		Professional Practice: Standard 4		<i>Create and maintain supportive and safe learning environments</i>	
Focus Area		Practice		Evidence	
4.1	<p>Support student participation</p> <p>Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p>	<ul style="list-style-type: none"> • Use a wide range of strategies appropriate to different target groups within classes. • Include whole-class, pair and individual working situations in classes 		<ul style="list-style-type: none"> • Planners with annotated differentiation strategies 	
4.2	<p>Manage classroom activities</p> <p>Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p>	<ul style="list-style-type: none"> • Select and showcase resources on classroom management strategies for staff use • Organise the collection to allow equal access to the resources for staff and students • Provide learning opportunities for a range of group sizes within the class 		<ul style="list-style-type: none"> • Planners 	
4.3	<p>Manage challenging behaviour</p> <p>Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</p>	<ul style="list-style-type: none"> • Read widely and attend Professional Development sessions to stay abreast of current research about managing challenging behaviour • Regularly consult with classroom teachers, Individual Learning Need specialists and school counsellor / welfare officer 		<ul style="list-style-type: none"> • Planners • Minutes of meetings with relevant staff • Lesson reflections 	

4.4	<p>Maintain student safety</p> <p>Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.</p>	<ul style="list-style-type: none"> • Showcase resources that promote students' social values and wellbeing • Provide learning spaces where behavioural expectations are clearly understood • Support policy development in the area of student safety • File minutes of meetings relevant to policy development • Liaise with school maintenance team members when parts of the library building needs to be fixed / upgraded • Ensure library rules include student responsibility for safe behaviours 	<ul style="list-style-type: none"> • Visual evidence of displays • List of library rules • Minutes of meetings • Minutes of <i>Occupational Health and Safety</i> meetings
4.5	<p>Use ICT safely, responsibly and ethically</p> <p>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<ul style="list-style-type: none"> • Conduct teaching programs about using print and digital information in an ethical manner • Display suitable documents that will remind students about their responsibilities • Liaise with IT personnel to ensure that internet filters are blocking inappropriate content and allowing educational sites to be accessed 	<ul style="list-style-type: none"> • Planners • Posters which reinforce ethical behaviour, including copyright responsibilities • Record of sessions offered

Primary (Proficient)		Professional Practice: Standard 5		<i>Assess, provide feedback and report on student learning</i>	
	Focus Area	Practice	Evidence		
5.1	<p>Assess student learning</p> <p>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p>	<ul style="list-style-type: none"> • Implement regular student surveys to monitor the development of information and literature skills • With colleagues, discuss assessment strategies for work tasks. • Staying up to date with research findings about effective student methods 	<ul style="list-style-type: none"> • Annual survey reports • Minutes of meetings, examples of rubrics • Examples of research guides • Assessment rubrics that reflect innovative approaches to learning 		

		<ul style="list-style-type: none"> • Set assignments/assessment criteria that facilitate students being innovative with their learning 	
5.2	<p>Provide feedback to students on their learning</p> <p>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</p>	<ul style="list-style-type: none"> • Share survey results with students • Mark student products from work tasks with classroom teachers • Provide verbal feedback during lessons 	<ul style="list-style-type: none"> • Survey results
5.3	<p>Make consistent and comparable judgements</p> <p>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</p>	<ul style="list-style-type: none"> • Check cross marking across classes from the same year level and discuss results with other teachers and teacher librarians • Implement target areas identified by cross marking discussions and then evaluate via survey results 	<ul style="list-style-type: none"> • Minutes of meetings • Action plan/survey results
5.4	<p>Interpret student data</p> <p>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>	<ul style="list-style-type: none"> • Work with colleagues to interpret the implications of student assessment data • Plan interventions with other teacher librarians and classroom teachers to strengthen and develop literacy and information literacy skills 	<ul style="list-style-type: none"> • Minutes of meetings • Student assessment data reports • Annotated annual goals re student learning
5.5	<p>Report on student achievement</p> <p>Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</p>	<ul style="list-style-type: none"> • Provide information to classroom teachers about student progress with the development of literacy and information skills and reading literature histories • Assist classroom teachers with proof reading of reports 	<ul style="list-style-type: none"> • Annual literacy/information literacy reports • Proof reading schedule • Notes relating to meetings with parents/carers

Primary (Proficient)		Professional Engagement: Standard 6	<i>Engage in professional learning</i>
	Focus Area	Practice	Evidence
6.1	<p>Identify and plan professional learning needs</p> <p>Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</p>	<ul style="list-style-type: none"> • Use AITSL Standards to develop a professional learning plan and monitor progress annually 	<ul style="list-style-type: none"> • Professional learning plan
6.2	<p>Engage in professional learning and improve practice</p> <p>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p>	<ul style="list-style-type: none"> • Use the professional learning plan to organize a professional development program • Read a variety of journals and blogs relevant to your position 	<ul style="list-style-type: none"> • List professional development sessions attended as well as professional reading • Reflections on professional reading
6.3	<p>Engage with colleagues and improve practice</p> <p>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>	<ul style="list-style-type: none"> • Have discussions about professional development within the library staff • Engage in conversations with colleagues about possible new initiatives that could be implemented in classes to facilitate student learning • Support initiatives to improve teacher knowledge and skills and student learning outcomes 	<ul style="list-style-type: none"> • Committee membership/minutes of meetings • Details of conversation points and consequent action plans • Documentation of sessions offered within and for teacher librarian professional associations
6.4	<p>Apply professional learning and improve student learning</p> <p>Undertake professional learning programs designed to address identified student learning needs.</p>	<ul style="list-style-type: none"> • Review annual goals and Professional Learning Plan and make comments about the areas that have been the focus of professional learning • Take risks and implement new approaches to teaching and learning 	<ul style="list-style-type: none"> • Annual report, professional learning plan • Documents relating to the new approaches • Reflections and follow-up modifications of the newly applied teaching and learning practices

Primary (Proficient)		Professional Engagement: Standard 7	<i>Engage professionally with colleagues, parents/carers and the community</i>
	Focus Area	Practice	Evidence
7.1	<p>Meet professional ethics and responsibilities</p> <p>Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</p>	<ul style="list-style-type: none"> Engage in ethical behaviour based on codes of ethics and demonstrate high ethical standards Work with library staff to ensure that interactions with the school community are based on ethical standards Comply with the school's code of ethics and conduct 	<ul style="list-style-type: none"> Minutes of meetings considering codes of ethics Library manual of policies and procedures School documentation relating to codes of ethics and conduct
7.2	<p>Comply with legislative, administrative and organisational requirements</p> <p>Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>	<ul style="list-style-type: none"> Comply with all school policies as these reflect legislative and systemic requirements Support the regular review of policies and procedures Include programs that provide online tuition in academic integrity 	<ul style="list-style-type: none"> Documentation of involvement in the development and implementation of policies
7.3	<p>Engage with the parents/carers</p> <p>Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.</p>	<ul style="list-style-type: none"> Respond in a timely and professional manner to parent and carer requests and queries about library procedures Work with library staff to be proactive and positive in communications with parents and carers Follow the school guidelines when creating correspondence documents for parents/carers 	<ul style="list-style-type: none"> Library collection development policy Library staff meeting minutes Correspondence templates
7.4	<p>Engage with professional teaching networks and broader communities</p>	<ul style="list-style-type: none"> Promote library and information services to the school and wider community Participate as a member of professional communities 	<ul style="list-style-type: none"> Newsletters Membership of professional associations Blogs/forums Reflections of professional development sessions

	Participate in professional and community networks and forums to broaden knowledge and improve practice.	<ul style="list-style-type: none">• Consider joining a professional school library group or network	
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Part B: Primary (Highly Accomplished teachers)

Primary (Highly Accomplished)		Professional Knowledge: Standard 1	<i>Know students and how they learn</i>
	Focus Area	Practice	Evidence
1.1	<p>Physical, social and intellectual development and characteristics of students</p> <p>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</p>	<ul style="list-style-type: none"> • Include flexibility in the use of individual, group and whole class activities to ensure that individual students experience success • Use resource based learning and guided inquiry to provide activities responsive to learners' stages of development • Ensure that resource based learning research is appropriate to a range of students with differing physical, social or intellectual development 	<ul style="list-style-type: none"> • Planners • Data charts • Weekly work program
1.2	<p>Understand how students learn</p> <p>Expand understanding of how students learn using research and workplace knowledge.</p>	<ul style="list-style-type: none"> • Design action research situations to determine the most efficient way to teach the use of information literacy skills and guided inquiry skills • Read widely about current research findings into student learning especially in relation to the development of independence in setting learning goals • Promote a model of teaching and learning which invites the receiving and giving of feedback. This applies to both students and teacher colleagues 	<ul style="list-style-type: none"> • Reports of action research • Records of professional reading • Participation in blogs • Documentation of feedback given and received
1.3	<p>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and</p>	<ul style="list-style-type: none"> • Use planning time with teachers to model and design research/inquiry units that address the strengths and needs of students from diverse backgrounds • Ensure that collection development policies and the subsequent allocation of funds to purchase resources reflect the diversity of backgrounds within the school community 	<ul style="list-style-type: none"> • Planners • Policies and records of purchases • Visual evidence of displays and the composition of fiction collections

	socioeconomic backgrounds.	<ul style="list-style-type: none"> • Target the selection of resources and strategies suitable to promote the emotional, behavioural and cognitive growth of students from low socio-economic backgrounds 	
1.4	<p>Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</p>	<ul style="list-style-type: none"> • Ensure the inclusion of strategies to meet the needs of Aboriginal and Torres Strait Islander students • Liaise with community and parent groups to promote literature/information about Aboriginal and Torres Strait Islanders • Build an authentic collection of both print and electronic resources to promote an understanding of Aboriginal and Torres Strait Islanders • Ensure that selection criteria appropriate to Aboriginal and Torres Strait islanders is included in the collection development policy • 	<ul style="list-style-type: none"> • Library policy: selection criteria • Newsletters, blogs, web pages • Information nights
1.5	<p>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.</p>	<ul style="list-style-type: none"> • Use assessment data and classroom teacher feedback to develop and implement library policies to ensure learning activities meet the needs of students with a range of abilities • Share knowledge about differentiation with colleagues 	<ul style="list-style-type: none"> • School data • Reflection notes on planners
1.6	<p>Strategies to support full participation of students with disability</p> <p>Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the</p>	<ul style="list-style-type: none"> • Participate in school/curriculum reviews to evaluate the content, strategies and resources used in differentiated learning and teaching programs • Work with teachers to evaluate the effectiveness of resources used in differentiated teaching programs for students with disabilities 	<ul style="list-style-type: none"> • Evaluation from units of work • Sample catalogue entries

	participation and learning of students with disability.	<ul style="list-style-type: none"> • Ensure that resources for students with disabilities, for instance hearing or vision impaired, are organized, easily identified in the library catalogue and accessible to all the school community • Ensure that the library's floor plan assists equity of access for all 	
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Primary (Highly Accomplished)		Professional Knowledge: Standard 2 <i>Know the content and how to teach it</i>	
	Focus Area	Practice	Evidence
2.1	<p>Content and teaching strategies of the teaching area</p> <p>Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</p>	<ul style="list-style-type: none"> • Use team teaching with teachers to demonstrate a variety of strategies to instruct students to locate, analyse, record information for their specific investigation • Use content and teaching strategies that utilise students' previous learning for instance brainstorms at the beginning of a new unit/lesson 	<ul style="list-style-type: none"> • Professional reading records • Planners • Examples of student brainstorms/mind maps
2.2	<p>Content selection and organisation</p> <p>Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.</p>	<ul style="list-style-type: none"> • Use a variety of sources of information to determine content selection and organization to meet the needs of individual students • Use research structures and resources that encourage and support students to use higher order thinking about the content • Review students' finished products to evaluate the effectiveness of the task 	<ul style="list-style-type: none"> • Planners • Reflection/evaluation at the completion of the unit/lesson • Examples of research tasks and completed student products • Collect student end of unit reflections
2.3	<p>Curriculum, assessment and reporting</p> <p>Support colleagues to plan and</p>	<ul style="list-style-type: none"> • Work with teachers to ensure that student research processes and products are assessable • Attend meetings with teachers and contribute to 	<ul style="list-style-type: none"> • Examples of rubrics that incorporate information literacy skills and processes • Records/minutes of meetings

	implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	the discussion about assessment tasks	<ul style="list-style-type: none"> Assessment tasks identified at planning stage
2.4	<p>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<ul style="list-style-type: none"> Provide expertise to teachers in the selection of resources that promote Aboriginal and Torres Strait Islander histories, cultures and languages Organize and promote author/artist visits by Aboriginal and Torres Strait Islanders Plan and implement units of work with teachers that enrich students' understanding of Aboriginal and Torres Strait Islander culture Feature displays that contribute to the understanding of the richness of Aboriginal and Torres Strait Islanders 	<ul style="list-style-type: none"> Resource lists of authentic fiction and non-fiction resources Documentation of visiting author/artist programs Planners Visual record of displays
2.5	<p>Literacy and numeracy strategies</p> <p>Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.</p>	<ul style="list-style-type: none"> Implement an awareness of literacy and information literacy through policy development Plan with teachers to develop literature programs that support literacy teaching Offer professional development on information literacy 	<ul style="list-style-type: none"> Library and/or school policies pertaining to literacy and information literacy Meetings with classroom teachers to determine suitable literature resources
2.6	<p>Information and Communication Technology (ICT)</p> <p>Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</p>	<ul style="list-style-type: none"> Provide professional development to teaching staff on the effective use of ICTs Make current research that promotes the benefits of the innovative use ICTs across the curriculum available to teachers Plan with teachers to incorporate ICTs into research and inquiry based learning units 	<ul style="list-style-type: none"> Documentation of sessions Reading lists, blogs Planners

Primary (Highly Accomplished)		Professional Practice: Standard 3	<i>Plan for and implement effective teaching and learning</i>
	Focus Area	Practice	Evidence
3.1	<p>Establish challenging learning goals</p> <p>Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</p>	<ul style="list-style-type: none"> • Teach with classroom teachers in learning situations designed to enable students to achieve challenging personal and cooperative learning goals • Ensure that higher order thinking skills are incorporated into the tasks 	<ul style="list-style-type: none"> • Examples of tasks set • Records of team teaching situations
3.2	<p>Plan, structure and sequence learning programs</p> <p>Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</p>	<ul style="list-style-type: none"> • Establish the anticipated students' learning outcomes • Identify possible assessment tasks including a range of differentiated tasks • Evaluate the extent of student engagement at the completion of a task • Fine tune the learning outcomes and processes for future use 	<ul style="list-style-type: none"> • Examples of tasks annotated to show differentiation • Examples of how tasks are modified following evaluation of student engagement
3.3	<p>Use teaching strategies</p> <p>Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p>	<ul style="list-style-type: none"> • Work with teachers to design inquiry learning tasks that enable students to engage in real world issues and solve real problems • Support students, through the use of scaffolding strategies, to justify opinions and form hypotheses 	<ul style="list-style-type: none"> • Examples of tasks • Records showing the types of scaffolding strategies used
3.4	<p>Select and use resources</p> <p>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</p>	<ul style="list-style-type: none"> • In planning meetings, promote the resources most suited to the guided inquiry/research task • Develop the collection so that content areas are enriched through the use of a range of suitable resources, print and digital • Organize digital resources to make them 	<ul style="list-style-type: none"> • Records of meetings • Evidence of collection mapping/measuring to identify gaps or potential areas for development • Copies of catalogue pages

		accessible to all through the library catalogue/intranet	
3.5	<p>Use effective classroom communication</p> <p>Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.</p>	<ul style="list-style-type: none"> • Invite feedback, formal and informal, from students and colleagues about the effectiveness of verbal and non-verbal communication • Invite feedback about the effectiveness of questioning, wait time, positive interactions in engaging students • Employ a range of communication/management strategies that supports differentiation 	<ul style="list-style-type: none"> • Records of surveys, anecdotal comments • Visual records of lessons • Samples of feedback
3.6	<p>Evaluate and improve teaching programs</p> <p>Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.</p>	<ul style="list-style-type: none"> • Survey students to establish the sophistication of their information literacy skills. Publish the results for colleagues and parents/carers • Use survey data to target specific areas where skills need to improve for instance comprehension, note taking • Offer induction programs to new staff about the information literacy/literature programs offered 	<ul style="list-style-type: none"> • Survey instruments • Reports on survey outcomes • Documentation related to induction programs
3.7	<p>Engage parents/ carers in the educative process</p> <p>Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p>	<ul style="list-style-type: none"> • Provide information to parents and carers about information and literature skills being developed 	<ul style="list-style-type: none"> • Articles in school newsletters • School website • Information displayed on the school's internal signage system • Student reports

Primary (Highly Accomplished)		Professional Practice: Standard 4	<i>Create and maintain supportive and safe learning environments</i>
	Focus Area	Practice	Evidence
4.1	Support student	<ul style="list-style-type: none"> • Plan with teachers to include a wide range of 	<ul style="list-style-type: none"> • Planners with annotated differentiation strategies

	<p>participation</p> <p>Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</p>	<p>strategies suited to different target groups within the class.</p> <ul style="list-style-type: none"> • Team teach using above strategies • Use cooperative group (jigsaw), pair and individual working situations • Design research/guided inquiry tasks that enable each student to experience success for effort 	<ul style="list-style-type: none"> • Planners with annotated groupings • Examples of tasks and student products
4.2	<p>Manage classroom activities</p> <p>Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</p>	<ul style="list-style-type: none"> • Select and promote resources on classroom management strategies • Organize the collection to enable equitable access to these resources • Provide opportunities for a range of groupings within the class 	<ul style="list-style-type: none"> • Visual evidence of displays/records of promotional activities • Visual evidence of student work • Example from catalogue to show ease of access • Planners annotated
4.3	<p>Manage challenging behaviour</p> <p>Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</p>	<ul style="list-style-type: none"> • Promote current research about management of challenging behaviour • Design learning situations where team teaching with the classroom teacher enables the development of positive teacher/student interaction 	<ul style="list-style-type: none"> • Examples from catalogue • Planners annotated
4.4	<p>Maintain student safety</p> <p>Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.</p>	<ul style="list-style-type: none"> • Promote resources that promote students' social values and wellbeing • Provide learning spaces where behavioural expectations are clearly understood • Support policy development in the area of student safety • Ensure library staff follow school policies re student safety 	<ul style="list-style-type: none"> • Example from catalogue • Visual records of lessons where expectations are demonstrated • Minutes of meetings relevant to policy development • Excerpts from library's policy and procedures manual
4.5	<p>Use ICT safely, responsibly and ethically</p> <p>Model, and support colleagues to</p>	<ul style="list-style-type: none"> • Develop and implement programs on ethical use of print and digital information • Organize displays to remind students about their 	<ul style="list-style-type: none"> • Reports about use of programs designed to teach academic integrity • Visual evidence of poster displays

	develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	responsibilities <ul style="list-style-type: none"> • Provide professional development for teachers about copyright and related digital responsibilities 	<ul style="list-style-type: none"> • Visual records of sessions offered
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Primary (Highly Accomplished)	Professional Practice: Standard 5	<i>Assess, provide feedback and report on student learning</i>
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	Focus Area	Practice	Evidence
5.1	Assess student learning Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	<ul style="list-style-type: none"> • Conduct regular student surveys to track the development of information and literature skills • Contribute to the discussion with colleagues about assessment strategies especially for research and inquiry based learning. 	<ul style="list-style-type: none"> • Annual survey reports • Minutes of meetings • Examples of rubrics • Examples of resource lists/pathfinders, library floor plan annotated to show learning spaces
5.2	Provide feedback to students on their learning Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	<ul style="list-style-type: none"> • Present survey results to students and highlight achievements and challenges • Mark student products from research/guided inquiry tasks and discuss comments with subject teachers and other teacher librarians • Provide verbal feedback during lesson 	<ul style="list-style-type: none"> • Survey reports • Samples of student research/ guided inquiry that has been cross marked • Visual records of lessons
5.3	Make consistent and comparable judgements Organise assessment moderation activities that support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> • Check cross marking with other teacher librarians • Implement improvements identified by cross marking discussions and monitor via survey results 	<ul style="list-style-type: none"> • Minutes of meetings • Action plan/survey results
5.4	Interpret student data Work with colleagues to use data	<ul style="list-style-type: none"> • Work with classroom teachers and other teacher librarians to interpret the implications of internal 	<ul style="list-style-type: none"> • Minutes of meetings • Records of planning meetings and

	from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	<p>and external student assessment data</p> <ul style="list-style-type: none"> Plan interventions with other teacher librarians and teachers to strengthen acquisition of literacy and information literacy skills Use data from internal and external student assessment to set targets for student learning gains 	<p>documentation of revised research/guided inquiry tasks</p> <ul style="list-style-type: none"> Annotated annual goals re student learning
5.5	<p>Report on student achievement</p> <p>Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.</p>	<ul style="list-style-type: none"> Write overview statements for reports Write assessment statements to be included in semester/end of year reports to parents 	<ul style="list-style-type: none"> Semester/end of year reports

Primary (Highly Accomplished)		Professional Engagement: Standard 6		<i>Engage in professional learning</i>
	Focus Area	Practice	Evidence	
6.1	<p>Identify and plan professional learning needs</p> <p>Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre service teachers to improve classroom practice.</p>	<ul style="list-style-type: none"> Use AITSL Standards to develop a professional learning plan and monitor progress annually Use Standards to provide feedback to other teacher librarians on staff Use Standards to monitor pre service teachers 	<ul style="list-style-type: none"> Professional learning plan Records of pre service teacher reports 	
6.2	<p>Engage in professional learning and improve practice</p> <p>Plan for professional learning by</p>	<ul style="list-style-type: none"> Use the professional learning plan to organize a professional development program Accept placements for pre service teachers and provide feedback about their progress in relation 	<ul style="list-style-type: none"> List professional development sessions attended as well as professional reading. Documentation related to placements and any reports on progress 	

	accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	to the Standards	
6.3	<p>Engage with colleagues and improve practice</p> <p>Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.</p>	<ul style="list-style-type: none"> • Initiate discussion about professional development within the library staff and with teachers to show the connection with improvement in student learning outcomes • Support initiatives to improve teacher knowledge and skills and student learning outcomes • Provide professional development within and outside the school 	<ul style="list-style-type: none"> • Committee membership/minutes of meetings • Reports/minutes • Documentation of sessions offered within and for teacher librarian professional associations
6.4	<p>Apply professional learning and improve student learning</p> <p>Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.</p>	<ul style="list-style-type: none"> • When reviewing annual goals and professional learning plan comment on those areas that have been the focus of professional learning 	<ul style="list-style-type: none"> • Annual report, professional learning plan

Primary (Highly Accomplished)		Professional Engagement: Standard 7	<i>Engage professionally with colleagues, parents/carers and the community</i>
	Focus Area	Practice	Evidence
7.1	<p>Meet professional ethics and responsibilities</p> <p>Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.</p>	<ul style="list-style-type: none"> • Engage in ethical behaviour based on codes of ethics and demonstrate high ethical standards • Work with library staff to ensure that interactions with the school community are based on ethical standards and are respectful to all 	<ul style="list-style-type: none"> • Minutes of meetings considering codes of ethics • Library manual of policies and procedures

7.2	<p>Comply with legislative, administrative and organisational requirements</p> <p>Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.</p>	<ul style="list-style-type: none"> • Comply with all school policies as these reflect legislative and systemic requirements • Support the regular review of policies and procedures • Provide professional development to staff and students about copyright and plagiarism • Make available programs that provide online tuition in academic integrity 	<ul style="list-style-type: none"> • Documentation re involvement with the development and implementation of policies • Summary of sessions offered re copyright and plagiarism • Details of online tuition made available to the school community
7.3	<p>Engage with the parents/carers</p> <p>Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.</p>	<ul style="list-style-type: none"> • Respond quickly and professionally to parent queries relating to library procedures • Work with library staff to be proactive and positive in communications with parents 	<ul style="list-style-type: none"> • Challenged material procedures • Library staff meetings • Library promotional activities
7.4	<p>Engage with professional teaching networks and broader communities</p> <p>Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.</p>	<ul style="list-style-type: none"> • Promote library and information services to the school and wider community • Actively participate as a member of professional communities 	<ul style="list-style-type: none"> • Newsletters • Library promotional activities • Membership of professional associations • School website

Part C: Primary (Lead teachers)

Primary (Lead)		Professional Knowledge: Standard 1		<i>Know students and how they learn</i>
	Focus Area	Practice	Evidence	
1.1	<p>Physical, social and intellectual development and characteristics of students</p> <p>Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</p>	<ul style="list-style-type: none"> • Build a collection of resources that focuses on teaching strategies that support individual learners and lead the school teaching community in the use of these • Design differentiated units that highlight resource based learning and the use of a range of resources suited to each student's learning characteristics • Apply the analysis of national and in house data to support the learning of individual students through the development of programs implemented on a whole school basis 	<ul style="list-style-type: none"> • Library catalogue, minutes of meetings • Planners • Literacy and information literacy programs 	
1.2	<p>Understand how students learn</p> <p>Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</p>	<ul style="list-style-type: none"> • Coordinate curriculum reviews in line with authoritative research on student learning • Coordinate programs to imbed the giving and receiving of feedback about student engagement 	<ul style="list-style-type: none"> • Documentation about curriculum reviews • Documentation about feedback programs 	
1.3	<p>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	<ul style="list-style-type: none"> • Coordinate curriculum reviews that draw on data about to the diverse backgrounds of the student population • Build a collection of resources that reflect the diverse backgrounds of students and lead peers in the use of these • Promote the use of a range of resources designed to promote the wellbeing of students from low socio economic backgrounds • Develop programs that support students from 	<ul style="list-style-type: none"> • Documentation about curriculum reviews • Library catalogue and minutes of meetings • Documentation about information and literacy programs 	

		diverse backgrounds in the development of information and literacy skills	
1.4	<p>Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.</p>	<ul style="list-style-type: none"> • Coordinate the evaluation of the suitability of resources used in the curriculum about Aboriginal and Torres Strait Islander cultures • Develop programs that are designed to ensure equitable learning outcomes for Aboriginal and Torres Strait Islander students and monitor their implementation 	<ul style="list-style-type: none"> • Documentation about collection review • Program documentation
1.5	<p>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</p>	<ul style="list-style-type: none"> • Review the effectiveness of resource use in differentiated teaching programs • Build a collection of resources suited to differentiated teaching programs and lead others in their use • Coordinate programs that imbed the giving and receiving of feedback about the effectiveness of resource use in differentiated programs 	<ul style="list-style-type: none"> • Documentation of resource review • Library catalogue, minutes of meetings • Program documentation
1.6	<p>Strategies to support full participation of students with disability</p> <p>Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.</p>	<ul style="list-style-type: none"> • Lead the review of library policies to ensure that these support successful learning outcomes for students with disability. • Ensure that library policies comply with systemic and national legal requirements • Support the development of a culture of inclusion and welcome through ensuring that the library floor plan accommodates students with disability 	<ul style="list-style-type: none"> • Library policies appropriately annotated • Library floor plan/photographs of any special features

Primary (Lead)		Professional Knowledge: Standard 2	<i>Know the content and how to teach it</i>
	Focus Area	Practice	Evidence
2.1	<p>Content and teaching strategies of the teaching area</p> <p>Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.</p>	<ul style="list-style-type: none"> • Develop and make easily accessible a collection of resources showing authoritative research into aspects of the learning areas that are most difficult for students to learn • Arrange for library staff to develop pathfinders and similar resources that provide scaffolding to support a range of students in completing tasks successfully • Coordinate the ongoing review of library programs using current authoritative research as the benchmark 	<ul style="list-style-type: none"> • Library catalogue, library intranet web pages, documentation of promotional activities • Pathfinders and similar scaffolding resources • Documentation about the ongoing review/evaluation of library programs
2.2	<p>Content selection and organisation</p> <p>Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</p>	<ul style="list-style-type: none"> • Lead the library staff and/or teaching staff to initiate research/guided inquiry tasks that demonstrate deep structure of the learning area • Lead the library staff and/or teaching to review information literacy and literacy programs on the basis of authoritative research into the field • Lead the library staff and/or teaching staff to offer strategies that support students to be successful with content that has the potential to restrict their learning 	<ul style="list-style-type: none"> • Minutes of meeting/annotated student tasks • Documentation of evaluation of units showing how research has been incorporated • Data to show how assessment results have improved
2.3	<p>Curriculum, assessment and reporting</p> <p>Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</p>	<ul style="list-style-type: none"> • Lead the teaching staff to understand the place of information literacy and literacy programs within the curriculum • Demonstrate to teaching staff that information literacy and literacy programs can improve student learning 	<ul style="list-style-type: none"> • Minutes of meetings/visual records of students using information literacy or literacy skills • Survey results/visual records of students using information literacy and literacy skills

<p>2.4</p>	<p>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<ul style="list-style-type: none"> • Lead the review of resources about Aboriginal and Torres Strait Islander histories, culture and languages • Build a collection of resources that promote Aboriginal and Torres Strait Islander histories, cultures and languages 	<ul style="list-style-type: none"> • Documentation about the review of resources • Sample pages from library catalogue demonstrating the scope and nature of the collection
<p>2.5</p>	<p>Literacy and numeracy strategies</p> <p>Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research based knowledge and student data.</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of library programs by reviewing data about student progress in information literacy and literacy achievement • Review the adequacy of resources for teaching of information literacy and literacy skills in learning areas • Design library programs to improve student information literacy and literacy 	<ul style="list-style-type: none"> • Analysis of data: in house surveys, national data • Documentation about collection review • Program overviews with annotations
<p>2.6</p>	<p>Information and Communication Technology (ICT)</p> <p>Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</p>	<ul style="list-style-type: none"> • Review the provision of ICTs in the library to ensure equity of access • Lead the use of ICTs in research and inquiry learning tasks • Ensure that library staff organize digital learning resources to maximize equity of access 	<ul style="list-style-type: none"> • Documentation about review of ICTs • Planners showing use of ICTs • Examples from library catalogue/home page

Primary (Lead)		Professional Practice: Standard 3	<i>Plan for and implement effective teaching and learning</i>
	Focus Area	Practice	Evidence
3.1	<p>Establish challenging learning goals</p> <p>Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</p>	<ul style="list-style-type: none"> • Show colleagues the setting of challenging and differentiate learning tasks for research/guided inquiry and literature • Lead library initiatives to acknowledge and celebrate powerful learning across the school community • Lead professional learning in exemplary practice on how high expectations, goal setting and metacognitive strategies impact on student learning 	<ul style="list-style-type: none"> • Records of meeting with teachers and copies of research/guided inquiry and literature templates/lesson plans • Student products displayed in the library's physical and virtual spaces • Professional development record listing focus of activity, audience and outcome reflection
3.2	<p>Plan, structure and sequence learning programs</p> <p>Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.</p>	<ul style="list-style-type: none"> • Develop and present to colleagues varying approaches to research/inquiry, information literacy and literature programs that will engage and support all students • Lead colleagues to undertake evidence-based research practices in teaching and learning • Establish membership to professional networks or create professional networks to support and resource effective practice 	<ul style="list-style-type: none"> • Visual records of modelled library sessions • Evidence-based action plans • Membership and contributions to professional organisations such as ALIA Schools, VCTL,ASLA,SLAV and local library networks Establishment of library blogs or nings
3.3	<p>Use teaching strategies</p> <p>Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.</p>	<ul style="list-style-type: none"> • Collaborate with teachers in inquiry-based tasks that engage students learning with real world issues and authentic problem solving • Collaborate with colleagues in action research projects that expand repertoires of teaching strategies, that support the development of higher order thinking skills and understanding of key concepts in students 	<ul style="list-style-type: none"> • Examples of collaborative units, work in progress reports: wikis, emails, forums • Evidence-based action plans. Records of implementation, annotated work products

3.4	<p>Select and use resources</p> <p>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</p>	<ul style="list-style-type: none"> • Demonstrate the Guided Inquiry model to promote deep learning and student engagement • Lead colleagues in the steps of Guided Inquiry or Evidence-based Action Plans that highlight the evaluation and quality of resources and student engagement. • Promote strategies for the selection, evaluation, integration and use of digital resources and tools for personalised learning 	<ul style="list-style-type: none"> • Modelled guided inquiry sessions • Guided Inquiry unit/evidence-based action plans. Records of meetings • Collection development policy. Online management system containing tools for selection, evaluation and use of digital resources.
3.5	<p>Use effective classroom communication</p> <p>Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.</p>	<ul style="list-style-type: none"> • Lead initiatives that invite colleagues to give and receive feedback about the effectiveness of verbal and non-verbal communication strategies • Model collaborative communication strategies to gauge student understanding, achievement and to encourage engagement 	<ul style="list-style-type: none"> • Records of surveys, forums, anecdotal comments • Visual records of modelled lessons
3.6	<p>Evaluate and improve teaching programs</p> <p>Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.</p>	<ul style="list-style-type: none"> • Regularly implement and analyse feedback data from students, parents/carers and colleagues and modify library teaching and learning programs accordingly • Initiate and collate evaluation and assessment data in the areas of Guided Inquiry/Research skills, Literature, information literacy skills • Implement Evidence-Based Research plan based on library teaching and learning practices 	<ul style="list-style-type: none"> • Quantitative and qualitative data gathering and analysis of surveys and reflections • Assessment strategies inherent in guided inquiry/literature skills and conversations • Analysis of student assessments and reflections
3.7	<p>Engage parents/ carers in the educative process</p> <p>Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and</p>	<ul style="list-style-type: none"> • Initiate and provide parent/carers support programs that highlight how the library cultivates students' learning • Provide various communication lines to cultivate discussions, moderation and supportive scaffolds that support students learning in information 	<ul style="list-style-type: none"> • Library programs advertised online or in print • Online forums, blog, emails, parent teacher interviews • Negotiated inquiry units involving: library, home and outside community input records • Information on school-wide networks. Parent

activities.		literacy, literature and research <ul style="list-style-type: none"> • Invite parent/carers conversations about learning priorities • Include library programs and initiatives into across the board online programs • Initiate and invite parents/carers in determining their priorities in research/inquiry and literature learning 	teacher interviews records <ul style="list-style-type: none"> • Reports on parent/teacher interviews. Online forums
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Primary (Lead)	Professional Practice: Standard 4	<i>Create and maintain supportive and safe learning environments</i>
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	Focus Area	Practice	Evidence
4.1	Support student participation Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	<ul style="list-style-type: none"> • Co-ordinate and model specific strategies that support the engagement and participation of targeted student groups, especially in literature, information literacy and inquiry programs • Initiate and lead colleagues to design and trial new strategies that support the inclusion and engagement of all students in various and productive environments, including physical and virtual learning spaces • Devise and lead colleagues to incorporate feedback strategies highlighting the inclusiveness and student engagement in productive learning environments 	<ul style="list-style-type: none"> • Guided inquiry units showing key cooperative and collaborative grouping strategies and teaching/learning scaffolds: graphic organisers, individual learning plans. Visual records of specific programs targeting specific students • Collaboratively designed units of work. Samples of student products. • Collation and interpretations of teacher/student designed reflections and evaluations
4.2	Manage classroom activities Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.	<ul style="list-style-type: none"> • Devise or co-ordinate professional learning programs that provide various classroom management strategies, promoting focused and productive learning environments, including physical and virtual learning spaces 	<ul style="list-style-type: none"> • On-line tutorial on best practice. Input into library networks and or professional associations' seminars such as ALIA Schools, ASLA, SLAV, VCTL • Demonstration film highlighting the incorporation

		<ul style="list-style-type: none"> • Devise or co-ordinate strategies for colleagues that will teach students skills required for various learning groups, roles and learning environments including virtual learning spaces • Model strategies that promote student responsibilities for their actions and learning 	<ul style="list-style-type: none"> • of key management learning strategies to display to staff. Students' rubrics. Online forums, blogs. • Whole school student welfare policy and strategies: restorative practices; internet user policy; cyber safety policy.
4.3	<p>Manage challenging behaviour</p> <p>Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.</p>	<ul style="list-style-type: none"> • Co-ordinate professional development activities to assist colleagues with student behaviour management strategies • Lead colleagues to select, personalise and implement student behaviour management strategies 	<ul style="list-style-type: none"> • Log of professional reading materials and professional development programs disseminated to staff, including feedback entries • Documentation of initial and follow-up meetings. Copies of student behaviour strategies. •
4.4	<p>Maintain student safety</p> <p>Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.</p>	<ul style="list-style-type: none"> • Evaluate and review school's student wellbeing approaches and use research, including library action-research and research based resources to improve the effectiveness of strategies used • Support library staff to review and update library policies to reflect current school and systems policies and procedures and student well-being data • Contribute to the evaluation of student wellbeing drawing on library-based data 	<ul style="list-style-type: none"> • Research-based action research plan based on application of school-wide student well-being policies and strategies. • Library policies showing inclusion of school/systems policies and procedures • Student behaviour tracking records: school wide behaviour support program
4.5	<p>Use ICT safely, responsibly and ethically</p> <p>Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</p>	<ul style="list-style-type: none"> • Review or rewrite library policies, programs and procedures that reflect current research and new technologies, to ensure safe, responsible and ethical use of digital information, resources and tools • Work collaboratively with colleagues and the school community to review or develop and resource cyber safety practices • Co-ordinate the development of strategies that enable students to assess the reliability of digital 	<ul style="list-style-type: none"> • Library policies, procedures and programs. Information literacy matrix • Resource lists of cyber safety resources including online sites • Samples of student resource lists.

		resources, understand and respect copyright and intellectual property	
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Primary (Lead)	Professional Practice: Standard 5	<i>Assess, provide feedback and report on student learning</i>
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	Focus Area	Practice	Evidence
5.1	<p>Assess student learning</p> <p>Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.</p>	<ul style="list-style-type: none"> • Use school-wide assessment strategies both formative and summative, formal and informal for library programs • Use assessment data to monitor student progress and diagnose learning needs • Lead the evaluation and improvement of library and school assessment policies and strategies • Develop knowledge or lead library staff to develop knowledge of curriculum, system and school assessment requirements and applying these to library programs 	<ul style="list-style-type: none"> • Use national, school-based assessment strategies. Utilize designed-based assessments; ethnographical, qualitative. • Analysis of peer assessments. Resubmission of student work • Ensure assessment of content and skills in units of work • Teacher reference material and literature reviews on assessment strategies and information literacy and recorded discussions on current assessment strategies
5.2	<p>Provide feedback to students on their learning</p> <p>Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</p>	<ul style="list-style-type: none"> • Devise and present professional learning programs to support library and teaching colleagues in improving for effective student feedback • Ensure that library programs use a range of contemporary, just in time feedback strategies targeted to student needs • Ensure that the library program use a wide range of feedback strategies based on data and observation targeting individual students 	<ul style="list-style-type: none"> • Utilise school or library devised online environments which facilitates the creation of student portfolios and assessment records • Verbal and written feedback to students about learning achievements, with suggestion for improvement • Devise opportunities for peer feedback in evaluation of learning opportunities
5.3	<p>Make consistent and</p>	<ul style="list-style-type: none"> • Moderate library programs to ensure that judgements of student learning is consistent and 	<ul style="list-style-type: none"> • School assessment and reporting packages. Moderation techniques with school colleagues,

	<p>comparable judgements</p> <p>Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.</p>	<p>comparable at library, school and system level</p> <ul style="list-style-type: none"> • Monitor and evaluate the comparability and consistency of collaborative judgements of student learning 	<p>other teacher librarians within networks</p> <ul style="list-style-type: none"> • Assessment rubrics
5.4	<p>Interpret student data</p> <p>Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.</p>	<ul style="list-style-type: none"> • Co-ordinate the evaluation of library teaching and learning programs to identify potential improvements in response to student assessment data • Devise, promote and run professional learning programs designed to achieve improvements in teaching and learning programs in response to student data 	<ul style="list-style-type: none"> • Involvement in school wide curriculum evaluation and innovation • Professional development programs on key assessment strategies in information literacy, research and literature: school based, network based or association based
5.5	<p>Report on student achievement</p> <p>Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</p>	<ul style="list-style-type: none"> • Ensure that all library programs are effectively reported to students, parents/carers and colleagues • Seek feedback from students, parents/carers and colleagues about the quality and effectiveness of reporting on student learning and achievement in the library 	<ul style="list-style-type: none"> • Electronic communications with parents/carers. Library reports. Parent teacher interviews • Collaboration with teachers to develop and assess rubrics on research/literature tasks • Documentation of library program evaluation

Primary (Lead)		Professional Engagement: Standard 6	<i>Engage in professional learning</i>
	Focus Area	Practice	Evidence
6.1	<p>Identify and plan professional learning needs</p> <p>Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of</p>	<ul style="list-style-type: none"> • Lead teacher-librarians and library staff in developing professional learning policies and planning based on the AITSL Standards • Use Standards and teacher performance data to identify areas needing attention, set goals and design a professional learning program for colleagues and pre-service teachers 	<ul style="list-style-type: none"> • School library professional learning policy including budget allocation • Professional learning plans of library staff • Analysis of library staff performance reviews • Professional development programs

	colleagues and pre-service teachers.	<ul style="list-style-type: none"> Evaluate the library's performance in meeting accountability requirements and make changes as a result of findings 	
6.2	<p>Engage in professional learning and improve practice</p> <p>Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.</p>	<ul style="list-style-type: none"> Identify external professional organisations that will expand and improve professional learning opportunities for library staff Plan and implement a placement program for pre-service teachers and engage library staff and teaching colleagues in providing them with systematic support and constructive feedback Coordinate collaborative research with library staff and teachers and use results to design professional learning programs 	<ul style="list-style-type: none"> Membership to school library related organisations: ALIA Schools, ASLA, VCTL, SLAV, SCIS, and local school library networks Minutes and reports of meetings with pre-service teachers and colleagues including dates, outcomes and future goal-setting Research plan, analysis of data and professional learning program
6.3	<p>Engage with colleagues and improve practice</p> <p>Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</p>	<ul style="list-style-type: none"> Stimulate and support professional dialogue with library staff, school and in professional networks and Associations. Use peer feedback and analysis of current research and practice to focus professional discussions on improving student learning outcomes 	<ul style="list-style-type: none"> Active membership role on school library, school community, library network and Association committees. Documentation of scheduled data moderation sessions Online discussion forums
6.4	<p>Apply professional learning and improve student learning</p> <p>Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p>	<ul style="list-style-type: none"> Advocate for and lead the planning and implementations for library staff, focussing on student learning, when reviewing the annual school professional learning programs, Lead and engage in sustained professional learning programs and evaluate the effects on student learning Investigate and implement strategies that expand the range of student learning-focused professional learning opportunities 	<ul style="list-style-type: none"> Reports on analysis of student data from action research programs and professional learning plans Sustained professional learning programs conducted by library associations: Web 2.0 courses, evidence-based practice; guided inquiry Online courses, cross disciplinary professional learning programs, in house professional development on literacy

Primary (Lead)		Professional Engagement: Standard 7	<i>Engage professionally with colleagues, parents/carers and the community</i>
	Focus Area	Practice	Evidence
7.1	<p>Meet professional ethics and responsibilities</p> <p>Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.</p>	<ul style="list-style-type: none"> • Model high ethical standards in all professional interactions • Use highly informed judgements when dealing with library staff, teachers, students, parents/carers and community members use highly informed judgements. 	<ul style="list-style-type: none"> • Minutes of meetings, library policy documents and reporting practices that considers codes of ethics and school protocols • Interview notes and reports
7.2	<p>Comply with legislative, administrative and organisational requirements</p> <p>Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</p>	<ul style="list-style-type: none"> • Lead programs that assist library staff in understanding new and existing legislative and professional conduct requirements • Initiate and implement policies and processes on highly contentious issues 	<ul style="list-style-type: none"> • Scheduled professional development on areas such as cyber safety and Internet use • Documentation demonstrating leadership in the development of highly contentious policies such as internet use and censorship
7.3	<p>Engage with the parents/carers</p> <p>Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.</p>	<ul style="list-style-type: none"> • Identify and initiate opportunities for parents/carers to share responsibility for their children's learning • Provide opportunities for parents/carers to understand and participate in the school library's educational priorities 	<ul style="list-style-type: none"> • Parent/teacher interviews and student reports; emails • Parent/carer library survey responses and documentation of action
7.4	<p>Engage with professional teaching networks and broader communities</p> <p>Take a leadership role in professional and community networks and support</p>	<ul style="list-style-type: none"> • Lead professional networks, activities and organisations inside and outside school • Collaborate, support and initiate leaders and colleagues in community networks and associations 	<ul style="list-style-type: none"> • Membership at executive level in professional associations such as ALIA Schools, ASLA, VCTL, SLAV. • Collaborated library professional development presentations that connect whole school

	<p>the involvement of colleagues in external learning opportunities.</p>	<ul style="list-style-type: none"> • Initiate and support the involvement of library staff in professional learning and networks outside the school library. 	<p>community initiatives at networks and professional associations.</p> <ul style="list-style-type: none"> • Institutional membership to ALIA, ASLA, SLAV, VCTL, SCIS • Budgeting for professional development for library staff
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Part D: Secondary (Proficient teachers)

Secondary (Proficient)		Professional Knowledge: Standard 1	<i>Know students and how they learn</i>
	Focus Area	Practice	Evidence
1.1	<p>Physical, social and intellectual development and characteristics of students</p> <p>Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p>	<ul style="list-style-type: none"> • Include a range of activities: individual, group and whole class, to cater for individual student success when designing units of work • Provide rich digital and print resources 	<ul style="list-style-type: none"> • Planners: annual, term, weekly • Research guides for a number of topics across the upper primary levels
1.2	<p>Understand how students learn</p> <p>Structure teaching programs using research and collegial advice about how students learn.</p>	<ul style="list-style-type: none"> • Invite colleagues to observe lessons and provide feedback about your teaching • Document feedback and set goals to implement specific actions • Read relevant articles from educational journals to stay up to date with current research findings • Contribute to discussions on social media sites 	<ul style="list-style-type: none"> • Journal log of professional reading • Goal setting from observation
1.3	<p>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	<ul style="list-style-type: none"> • Refer to the collection development policies incorporate the diversity of backgrounds within the school community • Liaise with school welfare officer / counsellor to gain knowledge and skills to continuously promote the emotional, behavioural and cognitive growth of students from specific backgrounds • Use displays to showcase resources in the library that celebrate the cultures and religions of students at school 	<ul style="list-style-type: none"> • Planners • Policies • Visual evidence of a variety of displays
1.4	<p>Strategies for teaching Aboriginal and Torres Strait</p>	<ul style="list-style-type: none"> • Ensure the inclusion of strategies to meet the needs of Aboriginal and Torres Strait Islander 	<ul style="list-style-type: none"> • Planners • Selection criteria policy

	<p>Islander students</p> <p>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.</p>	<p>students in units of work</p> <ul style="list-style-type: none"> • Liaise with community groups and invite guest speakers into the classroom to give students authentic experiences • Identify current Aboriginal and Torres Strait islanders resources in the collection • Review the selection criteria policy 	<ul style="list-style-type: none"> • Bibliography of Aboriginal and Torres Strait Islander resources
1.5	<p>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>	<ul style="list-style-type: none"> • Use student data to inform the design of lessons to cater for individual needs • Read widely to keep up-to-date with research findings different teaching strategies 	<ul style="list-style-type: none"> • Data sourced from classroom teachers and coordinators • Data sourced from the library management system • Student surveys and reflections • Professional reading log • Planners
1.6	<p>Strategies to support full participation of students with disability</p> <p>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>	<ul style="list-style-type: none"> • Ensure the layout of the library and the equipment/furniture in the library promotes equal access for all school members • Consult classroom teachers and coordinators to ensure the resources in the library are suitable for all students who have disabilities 	<ul style="list-style-type: none"> • Records of meetings with classroom teachers and coordinators • Library floor plan

Secondary (Proficient)		Professional Knowledge: Standard 2		<i>Know the content and how to teach it</i>
	Focus Area	Practice	Evidence	
2.1	Content and teaching strategies of the teaching area	<ul style="list-style-type: none"> • Use a range of strategies based on authoritative research findings • Use content and teaching strategies that 	<ul style="list-style-type: none"> • Attend professional development sessions • File of educational articles distributed at staff meetings 	

	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	<p>incorporate students' prior knowledge</p> <ul style="list-style-type: none"> Design literature and information literacy lessons that make connections with the current curriculum initiatives in the school 	<ul style="list-style-type: none"> Professional reading log Planners Examples of mind maps or similar used to introduce a unit of work
2.2	<p>Content selection and organisation</p> <p>Organise content into coherent, well-sequenced learning and teaching programs.</p>	<ul style="list-style-type: none"> Contribute to an overview of literacy and information literacy skill development Draw upon student interests and school initiatives to select content for the library program Ensure the inclusion of core concepts 	<ul style="list-style-type: none"> Planners: unit Student surveys and reflections School review data
2.3	<p>Curriculum, assessment and reporting</p> <p>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p>	<ul style="list-style-type: none"> Design a program that integrates literacy and information literacy skills with other required elements in the overall school curriculum Modify teaching program in response to areas where students are experiencing difficulty Identify opportunities for assessing students' learning progress 	<ul style="list-style-type: none"> Examples of rubrics that incorporate information literacy skills and processes with classroom content
2.4	<p>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<ul style="list-style-type: none"> Select appropriate resources from the collection that classroom teachers may incorporate into their lessons Organise and promote author/artist visits by Aboriginal and Torres Strait Islander Promote the work of organisations that supply knowledge about the lives of Aboriginals and Torres Strait Islanders 	<ul style="list-style-type: none"> Resource lists of fiction and non-fiction materials Documentation of visiting author/artist programs Planners Visual evidence of displays
2.5	<p>Literacy and numeracy strategies</p> <p>Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.</p>	<ul style="list-style-type: none"> Design literature programs that support literacy teaching Organise and provide resources that support teachers in their literacy and numeracy programs Develop an overview of literature and information 	<ul style="list-style-type: none"> Library and/or school policies pertaining to literacy and information literacy Scope and sequence of literature program Skills overview

		<p>literacy skills that shows the sequential development of these skills across the primary years</p> <ul style="list-style-type: none"> • Ensure the collection contains a wide range of materials to challenge students literacy development 	
2.6	<p>Information and Communication Technology (ICT)</p> <p>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>	<ul style="list-style-type: none"> • Provide learning opportunities that utilise a variety of digital technologies • Incorporate a range of web 2.0 and 3.0 tools across the program • Students demonstrate their learning outcomes to others in different geographic locations through video conferencing • Create visual materials explaining how to undertake research tasks, use databases 	<ul style="list-style-type: none"> • Documentation of sessions • URLs for blogs, wikis and other online forums used • Planners • Usage statistics gathered from the various web 2.0 and 3.0 tools

Secondary (Proficient)		Professional Practice: Standard 3		<i>Plan for and implement effective teaching and learning</i>
	Focus Area	Practice	Evidence	
3.1	<p>Establish challenging learning goals</p> <p>Set explicit, challenging and achievable learning goals for all students.</p>	<ul style="list-style-type: none"> • Devise specific challenging learning goals and tasks in consultation with the students • Incorporate peer feedback throughout • Provide students with opportunities to conference with the teacher librarian to gain specific feedback and guidance during the unit of work 	<ul style="list-style-type: none"> • Examples of tasks set • Examples of pieces of work • Evidence of peer feedback 	
3.2	<p>Plan, structure and sequence learning programs</p> <p>Plan and implement well-structured learning and teaching programs or</p>	<ul style="list-style-type: none"> • Identify student learning outcomes • Devise and implement inquiry learning programs that develop higher order thinking capacities • Provide a range of print and digital resources 	<ul style="list-style-type: none"> • Examples of work tasks to demonstrate differentiation • Resource lists of print and digital materials 	

	lesson sequences that engage students and promote learning.	appropriate to the learning needs of individual students	
3.3	<p>Use teaching strategies</p> <p>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p>	<ul style="list-style-type: none"> Plan to use a variety of teaching strategies including problem solving, hypothesising, justifying decisions, generation of new ideas, analysing and evaluating sources, reflecting, scaffolding, conferencing Establish inquiry learning processes that allow students to engage in appropriate and authentic work tasks 	<ul style="list-style-type: none"> Records showing strategies used Examples of work tasks Examples of reflection comments Visual records of students engaging in authentic work tasks
3.4	<p>Select and use resources</p> <p>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>	<ul style="list-style-type: none"> Include a variety of relevant print, digital and physical resources for students to complete their work tasks Generate electronic resource lists for students and staff accessed via the library management system Promote available unit resources to staff and students electronically Invite expert guest speakers to visit school and talk to / interact with students Provide relevant resources prior to teacher planning sessions Seek feedback on resource suitability and access to assist with the selection process 	<ul style="list-style-type: none"> Screenshots of library website or intranet page Records of feedback Resource lists
3.5	<p>Use effective classroom communication</p> <p>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>	<ul style="list-style-type: none"> Participate in teacher group observations – be observed by colleagues while teaching and seek their feedback about the use of closed and open questions, effectiveness of strategies to gauge student understanding and teacher student interaction 	<ul style="list-style-type: none"> Records of questionnaire, anecdotal comments Visual records of lessons on iPads / video cameras/film

3.6	<p>Evaluate and improve teaching programs</p> <p>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p>	<ul style="list-style-type: none"> • Survey students about the effectiveness of teaching during the unit of work • Analyse students' work to evaluate their information literacy skills. • Use student work and evaluations to target specific areas where skills need improving, such as how to select relevant information 	<ul style="list-style-type: none"> • Student work samples • Student surveys
3.7	<p>Engage parents/carers in the educative process</p> <p>Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.</p>	<ul style="list-style-type: none"> • Provide information to parents/carers about literacy and literature skills being developed during units of works / terms of the year • Invite parents/carers to participate in student work or activities 	<ul style="list-style-type: none"> • Newsletter articles • Library or school blog • School assembly • Parent attendance at library promotional events.

Secondary (Proficient)		Professional Practice: Standard 4		<i>Create and maintain supportive and safe learning environments</i>	
	Focus Area	Practice	Evidence		
4.1	<p>Support student participation</p> <p>Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p>	<ul style="list-style-type: none"> • Use a wide range of strategies appropriate to different target groups within classes. • Include whole-class, pair and individual working situations in classes 	<ul style="list-style-type: none"> • Planners with annotated differentiation strategies 		
4.2	<p>Manage classroom activities</p> <p>Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p>	<ul style="list-style-type: none"> • Select and showcase resources on classroom management strategies for staff use • Organise the collection to allow equal access to the resources for staff and students • Provide learning opportunities for a range of group sizes within the class 	<ul style="list-style-type: none"> • Planners 		

4.3	<p>Manage challenging behaviour</p> <p>Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</p>	<ul style="list-style-type: none"> • Read widely and attend professional development sessions to stay abreast of current research about managing challenging behaviour • Regularly consult with classroom teachers, individual learning needs specialists and school counsellor / welfare officer 	<ul style="list-style-type: none"> • Planners • Minutes of meetings with relevant staff • Lesson reflections
4.4	<p>Maintain student safety</p> <p>Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.</p>	<ul style="list-style-type: none"> • Showcase resources that promote students' social values and wellbeing • Provide learning spaces where behavioural expectations are clearly understood • Support policy development in the area of student safety • File minutes of meetings relevant to policy development • Liaise with school maintenance team members when parts of the library building needs to be fixed / upgraded • Ensure library rules include joint responsibility for safe behaviour 	<ul style="list-style-type: none"> • Visual evidence of displays • List of library rules • Minutes of meetings • Minutes of <i>Occupational Health and Safety</i> meetings
4.5	<p>Use ICT safely, responsibly and ethically</p> <p>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<ul style="list-style-type: none"> • Conduct teaching programs about using print and digital information in an ethical manner • Display suitable documents that will remind students about their responsibilities • Liaise with IT personnel to ensure that internet filters are blocking inappropriate content and allowing educational sites to be accessed 	<ul style="list-style-type: none"> • Planners • Posters which reinforce ethical behaviour, including copyright responsibilities • Record of sessions offered

Secondary (Proficient)		Professional Practice: Standard 5	<i>Assess, provide feedback and report on student learning</i>
	Focus Area	Practice	Evidence
5.1	<p>Assess student learning</p> <p>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p>	<ul style="list-style-type: none"> • Discuss assessment strategies for work tasks with colleagues • Stay up to date with research findings about effective student methods • Set assignments/assessment criteria that facilitate students being innovative with their learning • Mark student products with teachers 	<ul style="list-style-type: none"> • Minutes of meetings, examples of rubrics • Examples of research guides • Assessment rubrics that reflect innovative approaches to learning
5.2	<p>Provide feedback to students on their learning</p> <p>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</p>	<ul style="list-style-type: none"> • Mark student products from work tasks with classroom teachers • Provide verbal feedback during lessons 	<ul style="list-style-type: none"> • Records of verbal feedback
5.3	<p>Make consistent and comparable judgements</p> <p>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</p>	<ul style="list-style-type: none"> • Check cross marking across classes from the same year level and discuss results with other teachers and teacher librarians • Implement target areas identified by cross marking discussions and then evaluate via survey results 	<ul style="list-style-type: none"> • Minutes of meetings • Action plan
5.4	<p>Interpret student data</p> <p>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>	<ul style="list-style-type: none"> • Work with colleagues to interpret the implications of student assessment data • Plan interventions with other teacher librarians and classroom teachers to strengthen and develop literacy and information literacy skills 	<ul style="list-style-type: none"> • Minutes of meetings • Student assessment data reports • Annotated annual goals re student learning

5.5	<p>Report on student achievement</p> <p>Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</p>	<ul style="list-style-type: none"> • Provide information to classroom teachers about student progress with the development of literacy and information skills and reading literature histories • Assist classroom teachers with proof reading of reports 	<ul style="list-style-type: none"> • Annual literacy/information literacy reports • Proof reading schedule • Notes relating to meetings with parents/carers
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Secondary (Proficient)		Professional Engagement: Standard 6		<i>Engage in professional learning</i>	
Focus Area		Practice		Evidence	
6.1	<p>Identify and plan professional learning needs</p> <p>Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</p>	<ul style="list-style-type: none"> • Use AITSL Standards to develop a professional learning plan and monitor progress annually 		<ul style="list-style-type: none"> • Professional learning plan 	
6.2	<p>Engage in professional learning and improve practice</p> <p>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p>	<ul style="list-style-type: none"> • Use the professional learning plan to organize a professional development program • Read a variety of journals and blogs relevant to your position 		<ul style="list-style-type: none"> • List professional development sessions attended as well as professional reading • Reflections on professional reading • 	
6.3	<p>Engage with colleagues and improve practice</p> <p>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>	<ul style="list-style-type: none"> • Have discussions about professional development within the library staff • Engage in conversations with colleagues about possible new initiatives that could be implemented in classes to facilitate student learning • Support initiatives to improve teacher knowledge 		<ul style="list-style-type: none"> • Committee membership/minutes of meetings • Details of conversation points and consequent action plans • Documentation of sessions offered within and for teacher librarian professional associations 	

		and skills and student learning outcomes	
6.4	<p>Apply professional learning and improve student learning</p> <p>Undertake professional learning programs designed to address identified student learning needs.</p>	<ul style="list-style-type: none"> Review annual goals and professional learning plan and annotate areas that have been the focus of professional learning Take risks and implement new approaches to teaching and learning 	<ul style="list-style-type: none"> Annual report, professional learning plan Documents relating to the new approaches Reflections and follow-up modifications of the newly applied teaching and learning practices

Secondary (Proficient)		Professional Engagement: Standard 7		<i>Engage professionally with colleagues, parents/carers and the community</i>
	Focus Area	Practice	Evidence	
7.1	<p>Meet professional ethics and responsibilities</p> <p>Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</p>	<ul style="list-style-type: none"> Engage in ethical behaviour based on codes of ethics and demonstrate high ethical standards Work with library staff to ensure that interactions with the school community are based on ethical standards Comply with the school's code of ethics and conduct 	<ul style="list-style-type: none"> Minutes of meetings considering codes of ethics Library manual of policies and procedures School documentation relating to codes of ethics and conduct 	
7.2	<p>Comply with legislative, administrative and organisational requirements</p> <p>Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>	<ul style="list-style-type: none"> Comply with all school policies as these reflect legislative and systemic requirements Support the regular review of policies and procedures In the collection, include programs that provide online tuition in academic integrity 	<ul style="list-style-type: none"> Documentation of involvement in the development and implementation of policies 	
7.3	<p>Engage with the parents/carers</p> <p>Establish and maintain respectful</p>	<ul style="list-style-type: none"> Respond in a timely and professional manner to parent and carer requests and queries about library procedures 	<ul style="list-style-type: none"> Library collection development policy Library staff meeting minutes Correspondence templates 	

	collaborative relationships with parents/ carers regarding their children's learning and wellbeing.	<ul style="list-style-type: none"> • Work with library staff to be proactive and positive in communications with parents and carers • Follow the school guidelines when creating correspondence documents for parents/carers 	
7.4	<p>Engage with professional teaching networks and broader communities</p> <p>Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>	<ul style="list-style-type: none"> • Promote library and information services to the school and wider community • Actively participate as a member of professional communities • Consider joining a professional school library group or network 	<ul style="list-style-type: none"> • Newsletters • Membership of professional associations • Blogs/forums • Reflections of professional development sessions

Part E: Secondary (Highly Accomplished teachers)

Secondary (Highly Accomplished)		Professional Knowledge: Standard 1	<i>Know students and how they learn</i>
	Focus Area	Practice	Evidence
1.1	<p>Physical, social and intellectual development and characteristics of students</p> <p>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</p>	<ul style="list-style-type: none"> • Include flexibility in the use of individual, group and whole class activities to ensure that individual students experience success in unit plans • Use of resource based learning and guided inquiry to provide activities responsive to learners' stages of development and characteristics • Ensure that resource based learning research is appropriate to a range of students with differing physical, social or intellectual development 	<ul style="list-style-type: none"> • Planners
1.2	<p>Understand how students learn</p> <p>Expand understanding of how students learn using research and workplace knowledge.</p>	<ul style="list-style-type: none"> • Design action research situations to determine the most efficient way to teach the use of information literacy skills and guided inquiry skills • Read widely about current research findings into student learning especially in relation to the development of independence in setting learning goals • Promote a model of teaching and learning which invites the receiving and giving of feedback. This applies to both students and teacher colleagues 	<ul style="list-style-type: none"> • Reports of action research • Records of professional reading, participation in blogs • Documentation of feedback given and received
1.3	<p>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Support colleagues to develop effective teaching strategies that</p>	<ul style="list-style-type: none"> • Use planning time with subject teachers to model and design research units that address the strengths and needs of students from diverse backgrounds • Ensure that collection development policies and the subsequent allocation of funds to purchase 	<ul style="list-style-type: none"> • Planners • Policies and records of purchases • Visual evidence of displays and the composition of fiction collections

	address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	resources reflect the diversity of backgrounds within the school community <ul style="list-style-type: none"> • Target the selection of resources and strategies suitable to promote the emotional, behavioural and cognitive growth of students from low socio-economic backgrounds 	
1.4	<p>Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</p>	<ul style="list-style-type: none"> • Ensure the inclusion of strategies to meet the needs of Aboriginal and Torres Strait Islander students • Liaise with community and parent groups to promote literature/information about Aboriginal and Torres Strait Islanders • Actively build an authentic collection of both print and electronic resources to promote an understanding of Aboriginal and Torres Strait Islanders • Ensure that selection criteria appropriate to Aboriginal and Torres Strait Islanders is included in the collection development policy 	<ul style="list-style-type: none"> • Planners • Records of liaison meetings • Visual evidence of collection displays • Collection development policy selection criteria
1.5	<p>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.</p>	<ul style="list-style-type: none"> • Develop and implement responsive library and school wide policies to ensure learning activities meet the needs of students with a range of abilities • Share knowledge about differentiation with colleagues at planning sessions and meetings • Contribute expertise to school wide curriculum reviews to ensure that differentiation is embedded especially in relation to the development of information literacy skills 	<ul style="list-style-type: none"> • Library and school policies • Minutes of meetings/lesson plans • Reports from review as well as documentation to establish role in the review
1.6	<p>Strategies to support full participation of students with</p>	<ul style="list-style-type: none"> • Participate in school/curriculum reviews to evaluate the content, strategies and resources used in differentiated learning and teaching 	<ul style="list-style-type: none"> • Records of school/curriculum reviews • Records of meetings with subject teachers • Sample of library catalogue page to illustrate the

	<p>disability</p> <p>Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.</p>	<p>programs</p> <ul style="list-style-type: none"> • Work with subject teachers to evaluate the effectiveness of resources used in differentiated teaching programs for students with disabilities • Ensure that resources for students with disabilities, for instance hearing or vision impaired, are organized, easily identified in the library catalogue and accessible to all the school community • Ensure that the library's floor plan assists equity of access for all 	<p>organization of relevant resources</p> <ul style="list-style-type: none"> • Copy of floor plan with relevant annotations
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Secondary (Highly Accomplished)		Professional Knowledge: Standard 2		<i>Know the content and how to teach it</i>
	Focus Area	Practice	Evidence	
2.1	<p>Content and teaching strategies of the teaching area</p> <p>Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</p>	<ul style="list-style-type: none"> • Demonstrate a variety of strategies based on research about how best to teach subject specific content when teaching/team teaching • Use content and teaching strategies that utilise students' previous learning for instance brainstorm at the beginning of a new unit/lesson 	<ul style="list-style-type: none"> • Professional reading records • Planners • Examples of brainstorms 	
2.2	<p>Content selection and organisation</p> <p>Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.</p>	<ul style="list-style-type: none"> • Use varied approaches to content selection and organization to meet the needs of individual students • Evaluate these approaches to ascertain the most effective • Use research structures and resources that encourage and support students to use higher order thinking about the content 	<ul style="list-style-type: none"> • Planners • Reflection/evaluation at the completion of the unit/lesson • Examples of research tasks and completed student products 	

		<ul style="list-style-type: none"> Review students' finished products to evaluate the effectiveness of the task 	
2.3	<p>Curriculum, assessment and reporting</p> <p>Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</p>	<ul style="list-style-type: none"> Work with subject coordinators/teachers to ensure that student research processes and products are assessable Attend meetings with subject coordinators/teachers and contribute to the discussion about assessment tasks 	<ul style="list-style-type: none"> Examples of rubrics that incorporate information literacy skills and processes Records/minutes of meetings
2.4	<p>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<ul style="list-style-type: none"> Provide expertise to subject teachers in the selection of resources that promote Aboriginal and Torres Strait Islander histories, cultures and languages Organize and promote author/artist visits by Aboriginal and Torres Strait Islanders Plan units of work with subject teachers that enrich students' understanding of Aboriginal and Torres Strait Islander culture Feature displays that contribute to the understanding of the cultural richness of Aboriginal and Torres Strait Islanders 	<ul style="list-style-type: none"> Resource lists of authentic fiction and non-fiction materials Documentation of visiting author/artist programs Planners Visual evidence of displays
2.5	<p>Literacy and numeracy strategies</p> <p>Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.</p>	<ul style="list-style-type: none"> Implement an awareness of literacy and information literacy through policy development Plan with subject teachers to develop literature programs that support literacy teaching Initiate information literacy programs that are evidence based and integral to teaching in content areas Offer professional development on information literacy and academic integrity 	<ul style="list-style-type: none"> Library and/or school policies pertaining to literacy and information literacy Scope and sequence of literature program Program reports Documentation of sessions
2.6	Information and	<ul style="list-style-type: none"> Provide professional development to teaching 	<ul style="list-style-type: none"> Documentation of sessions

	<p>Communication Technology (ICT)</p> <p>Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</p>	<p>staff on the effective use of ICTs in subject areas</p> <ul style="list-style-type: none"> • Make current research that promotes the benefits of the innovative use ICTs across the curriculum available to teachers • Plan with teachers to incorporate ICTs into research and inquiry based learning units 	<ul style="list-style-type: none"> • Reading lists, blogs • Planners
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Secondary (Highly Accomplished)		Professional Practice: Standard 3		<i>Plan for and implement effective teaching and learning</i>	
	Focus Area	Practice		Evidence	
3.1	<p>Establish challenging learning goals</p> <p>Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</p>	<ul style="list-style-type: none"> • Negotiate with subject teachers to set challenging learning tasks for research/guided inquiry • Teach with subject teachers in learning situations designed to enable students to achieve challenging personal and cooperative learning goals • Ensure that higher order thinking skills are incorporated into the tasks 		<ul style="list-style-type: none"> • Records of meetings with subject teachers • Examples of tasks set • Records of team teaching situations 	
3.2	<p>Plan, structure and sequence learning programs</p> <p>Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</p>	<ul style="list-style-type: none"> • Establish the anticipated students' learning outcomes with subject teachers • Identify possible assessment tasks including a range of differentiated tasks • Meet to evaluate the extent of student engagement at the completion of the task • Revise the learning outcomes and processes for future use 		<ul style="list-style-type: none"> • Records of meetings with subject teachers • Examples of tasks annotated to show differentiation • Examples of how tasks are modified following evaluation of student engagement 	
3.3	<p>Use teaching strategies</p>	<ul style="list-style-type: none"> • Work with subject teachers to design inquiry learning tasks that enable students to engage in 		<ul style="list-style-type: none"> • Examples of tasks • Records showing the types of scaffolding 	

	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	<p>real world issues and solve real problems pertinent to the content area</p> <ul style="list-style-type: none"> • Support students, through the use of scaffolding strategies, to justify opinions and form hypotheses 	strategies used
3.4	<p>Select and use resources</p> <p>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</p>	<ul style="list-style-type: none"> • In planning meetings, promote the resources most suited to the guided inquiry/research task • Develop the collection so that content areas are enriched through the use of a range of suitable resources, print and digital • Organize digital resources to make them accessible to all through the library catalogue/intranet 	<ul style="list-style-type: none"> • Records of meetings • Evidence of collection mapping/measuring to identify gaps or potential areas for development • Copies of catalogue pages
3.5	<p>Use effective classroom communication</p> <p>Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.</p>	<ul style="list-style-type: none"> • Invite feedback, formal and informal, from students and colleagues about the effectiveness of verbal and non-verbal communication • Invite feedback about the effectiveness of questioning, wait time, positive interactions in engaging students • Employ a range of communication/management strategies that supports differentiation 	<ul style="list-style-type: none"> • Records of surveys, anecdotal comments • Visual records of lessons
3.6	<p>Evaluate and improve teaching programs</p> <p>Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.</p>	<ul style="list-style-type: none"> • Survey students to establish the sophistication of their information literacy skills. Publish the results for colleagues and parents/carers • Use survey data to target specific areas where skills need to improve for instance comprehension, note taking • Offer induction programs to new staff about the information literacy/literature programs offered 	<ul style="list-style-type: none"> • Survey instruments • Reports on survey outcomes • Documentation related to induction programs
3.7	<p>Engage parents/ carers in</p>	<ul style="list-style-type: none"> • Provide information to parents and carers about information and literature skills being developed 	<ul style="list-style-type: none"> • Articles in school newsletters and other promotional material

	<p>the educative process</p> <p>Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p>		
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Secondary (Highly Accomplished)		Professional Practice: Standard 4		<i>Create and maintain supportive and safe learning environments</i>	
	Focus Area	Practice	Evidence		
4.1	<p>Support student participation</p> <p>Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</p>	<ul style="list-style-type: none"> Plan with subject teachers to include a wide range of strategies suited to different target groups within the class. Teach with colleagues using above strategies Use cooperative group, pair and individual working situations Design research/guided inquiry tasks that enable each student to experience success for effort 	<ul style="list-style-type: none"> Planners with annotated differentiation strategies Planners with annotated groupings Examples of tasks and student products 		
4.2	<p>Manage classroom activities</p> <p>Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</p>	<ul style="list-style-type: none"> Select and promote resources on classroom management strategies Organize the collection to enable equitable access to these resources Provide opportunities for a range of groupings within the class 	<ul style="list-style-type: none"> Visual records of promotional activities Example from catalogue to show ease of access Planners: annotated 		
4.3	<p>Manage challenging behaviour</p> <p>Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</p>	<ul style="list-style-type: none"> Promote current research about management of challenging behaviour Design learning situations where team teaching with subject teacher enables the development of positive teacher/student interaction 	<ul style="list-style-type: none"> Examples from catalogue Planners: annotated 		

4.4	<p>Maintain student safety</p> <p>Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.</p>	<ul style="list-style-type: none"> Promote resources that promote students' social values and wellbeing Provide learning spaces where behavioural expectations are clearly understood Support policy development in the area of student safety Ensure library staff follow school policies re student safety 	<ul style="list-style-type: none"> Example from catalogue Visual records of lessons where expectations are demonstrated Minutes of meetings relevant to policy development Excerpts from library's Policy and Procedures Manual
4.5	<p>Use ICT safely, responsibly and ethically</p> <p>Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<ul style="list-style-type: none"> Develop and implement programs on ethical use of print and digital information Organize displays to remind students about their responsibilities Provide professional development for teachers about copyright and related digital responsibilities 	<ul style="list-style-type: none"> Reports about use of programs designed to teach academic integrity Visual evidence of poster displays Record of sessions offered

Secondary (Highly Accomplished)		Professional Practice: Standard 5		<i>Assess, provide feedback and report on student learning</i>	
Focus Area		Practice		Evidence	
5.1	<p>Assess student learning</p> <p>Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.</p>	<ul style="list-style-type: none"> Conduct regular student surveys to track the development of information and literature skills Contribute to the discussion with colleagues about assessment strategies especially for research and inquiry based learning. Work with subject teachers preparing students for external examinations to provide resources and learning spaces suited to their requirements 		<ul style="list-style-type: none"> Annual survey reports Minutes of meetings, examples of rubrics Examples of bibliographies/pathfinders, library floor plan annotated to show learning spaces 	
5.2	<p>Provide feedback to students on their learning</p> <p>Select from an effective range of strategies to provide targeted</p>	<ul style="list-style-type: none"> Present survey results to students and highlight achievements and challenges Cross mark student products from research/guided inquiry tasks and discuss 		<ul style="list-style-type: none"> Survey reports Copies of examples of student research/ guided inquiry that has been cross marked Visual records of lessons 	

	feedback based on informed and timely judgements of each student's current needs in order to progress learning.	<p>comments with subject teachers and other teacher librarians</p> <ul style="list-style-type: none"> • Provide verbal feedback during lesson 	
5.3	<p>Make consistent and comparable judgements</p> <p>Organise assessment moderation activities that support consistent and comparable judgements of student learning.</p>	<ul style="list-style-type: none"> • Check cross marking with other teacher librarians • Implement improvements identified by cross marking discussions and monitor via survey results 	<ul style="list-style-type: none"> • Minutes of meetings • Action plan/survey results
5.4	<p>Interpret student data</p> <p>Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.</p>	<ul style="list-style-type: none"> • Work with subject teachers and other teacher librarians to interpret the implications of internal and external student assessment data • Plan interventions with other teacher librarians and subject teachers to strengthen acquisition of literacy and information literacy skills • Use data from internal and external student assessment to set targets for student learning gains 	<ul style="list-style-type: none"> • Minutes of meetings • Records of planning meetings and documentation of revised research/guided inquiry tasks • Annotated annual goals re student learning
5.5	<p>Report on student achievement</p> <p>Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.</p>	<ul style="list-style-type: none"> • Provide information to subject teachers about student progress with the acquisition of literacy and information skills • Assist subject teachers with proof reading of reports 	<ul style="list-style-type: none"> • Annual literacy/information literacy reports • Proof reading schedule

Secondary (Highly Accomplished)		Professional Engagement: Standard 6		<i>Engage in professional learning</i>
	Focus Area	Practice	Evidence	

6.1	<p>Identify and plan professional learning needs</p> <p>Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.</p>	<ul style="list-style-type: none"> • Use AITSL Standards to develop a professional learning plan and monitor progress annually • Use the Standards to provide feedback to other teacher librarians on staff • Use Standards to monitor pre service teachers 	<ul style="list-style-type: none"> • Professional learning plan • Documentation from review meetings with library staff • Records of pre service teacher reports
6.2	<p>Engage in professional learning and improve practice</p> <p>Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.</p>	<ul style="list-style-type: none"> • Use the professional learning plan to organize a professional development program • Accept placements for pre service teachers and provide feedback about their progress in relation to the Standards 	<ul style="list-style-type: none"> • List professional development sessions attended as well as professional reading. • Documentation related to placements and any reports on progress
6.3	<p>Engage with colleagues and improve practice</p> <p>Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.</p>	<ul style="list-style-type: none"> • Initiate discussion about professional development within the library staff and with teachers to show the connection with improvement in student learning outcomes • Support initiatives to improve teacher knowledge and skills and student learning outcomes • Provide professional development within and outside the school 	<ul style="list-style-type: none"> • Committee membership/minutes of meetings • Reports/minutes • Documentation of sessions offered within and for teacher librarian professional associations
6.4	<p>Apply professional learning and improve student learning</p> <p>Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.</p>	<ul style="list-style-type: none"> • Review annual goals and Professional Learning Plan and comment on those areas that have been the focus of professional learning 	<ul style="list-style-type: none"> • Annual report • Professional learning plan

Secondary (Highly Accomplished)		Professional Engagement: Standard 7	<i>Engage professionally with colleagues, parents/carers and the community</i>
	Focus Area	Practice	Evidence
7.1	<p>Meet professional ethics and responsibilities</p> <p>Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.</p>	<ul style="list-style-type: none"> Engage in ethical behaviour based on codes of ethics and demonstrate high ethical standards Work with library staff to ensure that interactions with the school community are based on ethical standards and are respectful to all 	<ul style="list-style-type: none"> Minutes of meetings considering codes of ethics Library manual of policies and procedures
7.2	<p>Comply with legislative, administrative and organisational requirements</p> <p>Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.</p>	<ul style="list-style-type: none"> Comply with all school policies as these reflect legislative and systemic requirements Support the regular review of policies and procedures Provide professional development to staff and students about copyright and plagiarism Make available programs that provide online tuition in academic integrity 	<ul style="list-style-type: none"> Documentation re involvement with the development and implementation of policies Summary of sessions offered re copyright and plagiarism Details of online tuition made available to the school community
7.3	<p>Engage with the parents/carers</p> <p>Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.</p>	<ul style="list-style-type: none"> Respond quickly and professionally to parent queries relating to library procedures Work with library staff to be proactive and positive in communications with parents 	<ul style="list-style-type: none"> Challenged material procedures Library staff meetings
7.4	<p>Engage with professional teaching networks and broader communities</p> <p>Contribute to professional networks and associations and build productive</p>	<ul style="list-style-type: none"> Promote library and information services to the school and wider community Actively participate as a member of professional communities 	<ul style="list-style-type: none"> Newsletters Membership of professional associations

	links with the wider community to improve teaching and learning.		
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Part F: Secondary (Lead teachers)

Secondary (Lead)		Professional Knowledge: Standard 1		<i>Know students and how they learn</i>
	Focus Area	Practice	Evidence	
1.1	<p>Physical, social and intellectual development and characteristics of students</p> <p>Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</p>	<ul style="list-style-type: none"> Apply the analysis of national and in house data to support the learning of individual students through the development of programs implemented on a whole school basis Build a collection of resources that focuses on teaching strategies that support individual learners and lead the school teaching community in the use of these Design differentiated units that highlight resource based learning and the use of a range of resources suited to each student's learning characteristics 	<ul style="list-style-type: none"> Library catalogue, minutes of meetings Planners Literacy and information literacy programs Consultation and planning with learning support staff and year level coordinators and home room teachers to assist in the design of appropriate learning activities School database records of student backgrounds, learning needs and skills Resource development policy which reflects the demographic and learning needs of the community. 	
1.2	<p>Understand how students learn</p> <p>Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</p>	<ul style="list-style-type: none"> Coordinate curriculum reviews in line with authoritative research on student learning Coordinate programs to imbed the giving and receiving of feedback about student engagement 	<ul style="list-style-type: none"> Documentation about curriculum reviews Documentation about feedback programs Professional reading and conference attendance Pathfinders which are both content and age relevant and reflect current knowledge about student learning Diverse library learning spaces 	
1.3	<p>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic,</p>	<ul style="list-style-type: none"> Coordinate curriculum reviews that draw on data about the diverse backgrounds of the student population Build a collection of resources that reflect the diverse backgrounds of students and lead peers in the use of these Promote the use of a range of resources designed to promote the wellbeing of students 	<ul style="list-style-type: none"> Documentation about curriculum reviews Library catalogue and minutes of meetings Documentation about information and literacy programs Consultation and planning with learning support staff Knowledge of development characteristics of the student body gained through professional 	

	cultural, religious and socioeconomic backgrounds.	<p>from low socio economic backgrounds</p> <ul style="list-style-type: none"> • Develop programs that support students from diverse backgrounds in the development of information and literacy skills 	<p>development and access to school's student records</p> <ul style="list-style-type: none"> • Diverse library learning spaces
1.4	<p>Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.</p>	<ul style="list-style-type: none"> • Coordinate the evaluation of the suitability of resources used in the curriculum about Aboriginal and Torres Strait Islander cultures • Develop programs that are designed to ensure equitable learning outcomes for Aboriginal and Torres Strait Islander students and monitor their implementation 	<ul style="list-style-type: none"> • Documentation about collection review • Program documentation • Resources and reading lists and bibliographies of Aboriginal and Torres Strait Islander material
1.5	<p>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</p>	<ul style="list-style-type: none"> • Review the effectiveness of resources use in differentiated teaching programs • Build a collection of resources suited to differentiated teaching programs and lead others in their use • Coordinate programs that imbed the giving and receiving of feedback about the effectiveness of resource use in differentiated programs 	<ul style="list-style-type: none"> • Documentation of resource review • Library catalogue, minutes of meetings • Program documentation • Reference lists of material for differentiated programs matched to suggested resources from Education departments and subject associations
1.6	<p>Strategies to support full participation of students with disability</p> <p>Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.</p>	<ul style="list-style-type: none"> • Lead the review of library policies to ensure that these support successful learning outcomes for students with disability. • Ensure that library policies comply with systemic and national legal requirements • Support the development of a culture of inclusion and welcome through ensuring that the library floor plan accommodates students with disability 	<ul style="list-style-type: none"> • Library policies appropriately annotated • Library floor plan/photographs of any special features • Differentiated programs and resources

Secondary (Lead)		Professional Knowledge: Standard 2	<i>Know the content and how to teach it</i>
	Focus Area	Practice	Evidence
2.1	<p>Content and teaching strategies of the teaching area</p> <p>Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.</p>	<ul style="list-style-type: none"> Develop and make easily accessible a collection of resources showing authoritative research into aspects of the learning areas that are most difficult for students to learn Arrange for library staff to develop pathfinders and similar resources that provide scaffolding to support a range of students in completing tasks successfully Coordinate the ongoing review of library programs using current authoritative research as the benchmark 	<ul style="list-style-type: none"> Library catalogue, library intranet web pages, documentation of promotional activities Pathfinders and similar scaffolding resources Documentation about the ongoing review/evaluation of library programs
2.2	<p>Content selection and organisation</p> <p>Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</p>	<ul style="list-style-type: none"> Lead the library staff and/or teaching staff to initiate research/guided inquiry tasks that demonstrate deep structure of the learning area Lead the library staff and/or teaching to review information literacy and literacy programs on the basis of authoritative research into the field Lead the library staff and/or teaching staff to offer strategies that support students to be successful with content that has the potential to restrict their learning 	<ul style="list-style-type: none"> Minutes of meeting/annotated student tasks Documentation of evaluation of units showing how research has been incorporated Data to show how assessment results have improved Documented information literacy and literacy programs Intranet professional development page for staff
2.3	<p>Curriculum, assessment and reporting</p> <p>Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</p>	<ul style="list-style-type: none"> Lead the teaching staff to understand the place of information literacy and literacy programs within the curriculum Demonstrate to teaching staff that information literacy and literacy programs can improve student learning 	<ul style="list-style-type: none"> Minutes of meetings/video recordings of students using information literacy or literacy skills Promotion of professional reading materials to teaching staff and of data such as Softlink surveys. Survey results/visual records of students using

			information literacy and literacy skills
2.4	<p>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<ul style="list-style-type: none"> • Lead the review of resources about Aboriginal and Torres Strait Islander histories, culture and languages • Build a collection of resources that promote Aboriginal and Torres Strait Islander histories, cultures and languages 	<ul style="list-style-type: none"> • Documentation about the review of resources • Sample pages from library catalogue demonstrating the scope and nature of the collection • Reading lists and bibliographies of Aboriginal and Torres Strait Islander histories, cultures and languages materials in the collection
2.5	<p>Literacy and numeracy strategies</p> <p>Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research based knowledge and student data.</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of library programs by reviewing data about student progress in information literacy and literacy achievement • Review the adequacy of resources for teaching of information literacy and literacy skills in learning areas • Design library programs to improve student information literacy and literacy 	<ul style="list-style-type: none"> • Analysis of data: in house surveys, national data • Documentation about collection review • Program overviews with annotations from supporting literature • Student and staff evaluation of programs outlining learning
2.6	<p>Information and Communication Technology (ICT)</p> <p>Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</p>	<ul style="list-style-type: none"> • Review the provision of ICTs in the library to ensure equity of access • Lead the use of ICTs in research and inquiry learning tasks • Ensure that library staff organize digital learning resources to maximize equity of access 	<ul style="list-style-type: none"> • Documentation about review of ICTs • Planners showing use of ICTs • Examples from library catalogue/home page • Library resource lists • Library staff professional development for digital learning • Promotion of digital learning tools on library home page

Secondary (Lead)		Professional Practice: Standard 3	<i>Plan for and implement effective teaching and learning</i>
	Focus Area	Practice	Evidence
3.1	<p>Establish challenging learning goals</p> <p>Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</p>	<ul style="list-style-type: none"> • Ensure that learning tasks for research/guided inquiry meet current curriculum initiatives • Ensure that research tasks focus on higher order thinking and general capabilities • Implement a framework that allows for the acknowledgement of student achievement through a variety of initiatives in both information skills and literature • Maintain and promote a bank of professional learning materials which focus on student learning 	<ul style="list-style-type: none"> • Learning and teaching statements • Assignment proforma which encourage students to develop individual learning goals • Skills proforma • Competitions, promotional activities • Visual evidence of celebrations of achievement, library displays/presentations of student work • Samples of completion certificates • Overall yearly program of events and activities • Library intranet pages • Presentations to staff at staff meetings • Documentation of professional learning sessions • Relevant, current teacher reference resources both physical and virtual
3.2	<p>Plan, structure and sequence learning programs</p> <p>Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.</p>	<ul style="list-style-type: none"> • Model teaching programs which ensure differentiation and the support of all students • Ensure that differentiated programs are research based and regularly reviewed • Active involvement in all teaching and learning committees within the school • Ensure a comprehensive knowledge of school programs by assigning library staff faculty responsibilities • Make connections across the curriculum through resourcing and program development 	<ul style="list-style-type: none"> • Assignment proforma • Working one on one with students to achieve their learning goals • Planners with annotated differentiation strategies • Skills proforma • Policy statements • Relevant, current differentiated resources both physical and virtual • Teaching and learning meeting minutes • Library staff meeting minutes • Staff faculty reports
3.3	<p>Use teaching strategies</p> <p>Work with colleagues to review,</p>	<ul style="list-style-type: none"> • Lead colleagues in the creation of research tasks which focus on real world inquiry and allow students to demonstrate learning in a variety of 	<ul style="list-style-type: none"> • Resource lists • Real world research tasks

	<p>modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.</p>	<p>ways</p> <ul style="list-style-type: none"> • Initiative evidence based practice of information skills programs within the library 	<ul style="list-style-type: none"> • Research tasks proforma which incorporate information literacy learning • Sequential information skills program • Student reflection and surveys • Annual library report • Reports to faculty and year level meetings • Records of collaboration with teachers
3.4	<p>Select and use resources</p> <p>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</p>	<ul style="list-style-type: none"> • Develop a process for the collaborative selection and creation of resources to support the curriculum • Ensure the use of these resources to promote learning and student engagement in learning • Develop a research based process for and work with colleagues in evaluating and improving resources in teaching programs. • Oversee the development of a digital platform within the school ensuring the careful selection and evaluation of resources and tools to support teaching and learning. 	<ul style="list-style-type: none"> • Resourcing section of the library procedures manual. • Resource consultation proforma • Circulation of resource promotional materials and publisher catalogues • Consultation with resource providers • Resource displays for teaching staff • Intranet promotion of new resources • Literature forum for reviews and promotion • Involvement in school technology committees and forums • Tailored resource access via pathfinders and the library catalogue • Integration of multimedia and digital resources into teaching and learning.
3.5	<p>Use effective classroom communication</p> <p>Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.</p>	<ul style="list-style-type: none"> • Initiate and maintain discussion with colleagues on the effectiveness of verbal and non-verbal communication techniques on student engagement and understanding • Ensure colleagues deliver information clearly and positively • Develop effective questioning strategies which inform the level of understanding and achievement • Maximise student engagement through effective communication in the library 	<ul style="list-style-type: none"> • Professional development reports and sharing at library meetings • Library communication/ behaviour policy • Use of a range of learning activities which involve collaborative work • Student involvement in topic selection • Summative and formative assessment strategies • Assessment rubrics • Collation and interpretations of teacher/student designed reflections and evaluations form student about their learning

			<ul style="list-style-type: none"> • Clear timelines for completion of student work • Assignment planning templates and style guides for bibliographies and note taking • Provision of online spaces for submission of student work • Outlines of online communication practices
3.6	<p>Evaluate and improve teaching programs</p> <p>Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.</p>	<ul style="list-style-type: none"> • Ensure regular review of library programs for future planning • Organise and analyse regular feedback from students, parents/carers and colleagues about the effectiveness of teaching and learning programs • Report to the school community on the success of library programs for student learning and engagement • Coordinate the regular evaluation and improvement of library teaching and learning programs using student assessment and engagement data, feedback surveys and library staff input • Ensure a research-based focus in evaluation of programs designed to achieve improvements in teaching and learning 	<ul style="list-style-type: none"> • Feedback from subject teachers on library programs and delivery of assignment components • Surveys and responses of student to assignments and the learning experience • Wide reading verbal and written feedback • Curriculum mapping against teaching of information skills • Information literacy program and reporting • Regular evaluation of teaching and learning programs based on surveys and anecdotal data • Input to curriculum committee initiatives and subject review working parties
3.7	<p>Engage parents/ carers in the educative process</p> <p>Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.</p>	<ul style="list-style-type: none"> • Initiate and lead programs to assist parents, carers and the school to support students • Develop and oversee opportunities for parents and carers to take an active role in discussing, monitoring and supporting their children's learning • Ensure the involvement of the Library in the student assessment and reporting process. • Provide opportunities for parents and carers to visit the school library for consultation and 	<ul style="list-style-type: none"> • Regular information evenings for parents focussing on key areas – transition and careers, curriculum, student wellbeing and welfare, educating girls/boys, managing adolescents • Parent programs targeting ways they can assist their children at home: study skills, cyber safety, literacy, numeracy, reading • Parent bookclub/parent skills evenings • Invite parents to extra curricula activities

		information giving	<ul style="list-style-type: none"> • Parent volunteers in library for reading and assistance in extra curricula programs • Communication channels with parents electronically • Student reports based on library classes • Parent teacher meetings • Newsletter articles about library programs such as a year 7 information literacy program, student learning and wellbeing • Surveys for parent reflections on student learning
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Secondary (Lead)		Professional Practice: Standard 4	<i>Create and maintain supportive and safe learning environments</i>
	Focus Area	Practice	Evidence
4.1	<p>Support student participation</p> <p>Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.</p>	<ul style="list-style-type: none"> • Co-ordinate and model specific strategies that support the engagement and participation of targeted student groups, especially in literature, information literacy and inquiry programs • Initiate and lead colleagues to design and trial new strategies that support the inclusion and engagement of all students in various and productive environments, including physical and virtual learning spaces • Devise and lead colleagues to incorporate feedback strategies highlighting the inclusiveness and student engagement in productive learning environments 	<ul style="list-style-type: none"> • Guided inquiry units showing key cooperative and collaborative grouping strategies and teaching/learning scaffolds: graphic organisers, individual learning plans. Visual records of specific programs targeting specific students • Collaboratively designed units of work. • Samples of student products. • Collation and interpretations of student of teacher/student designed reflections and evaluations
4.2	<p>Manage classroom activities</p> <p>Initiate strategies and lead colleagues to implement effective classroom</p>	<ul style="list-style-type: none"> • Model the use of a range of strategies to promote student responsibility for their actions and learning 	<ul style="list-style-type: none"> • On-line tutorial on best practice. Input into library networks and or professional associations' seminars such as ALIA Schools, ASLA, SLAV,

	management and promote student responsibility for learning.	<ul style="list-style-type: none"> • Devise or co-ordinate professional learning programs that provide various classroom management strategies, promoting focused and productive learning environments, including physical and virtual learning spaces • Devise or co-ordinate strategies for colleagues that will teach students skills required for various learning groups, roles and learning environments including virtual learning spaces 	<p>VCTL</p> <ul style="list-style-type: none"> • Visual records highlighting the incorporation of key management learning strategies to display to staff. Students' rubrics. Online forums, blogs. • Whole school student welfare policy and strategies: restorative practices; internet user policy; cyber safety policy.
4.3	<p>Manage challenging behaviour</p> <p>Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.</p>	<ul style="list-style-type: none"> • Co-ordinate professional development activities to assist colleagues with student behaviour management strategies • Lead colleagues to select, personalise and implement student behaviour management strategies 	<ul style="list-style-type: none"> • Log of professional reading materials and professional development programs disseminated to staff, including feedback entries • Documentation of initial and follow-up meetings. • Copies of student behaviour strategies.
4.4	<p>Maintain student safety</p> <p>Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.</p>	<ul style="list-style-type: none"> • Evaluate and review school's student wellbeing approaches and use research, including library action-research and research-based resources to improve the effectiveness of strategies used • Support library staff to review and update library policies to reflect current school and systems policies and procedures and student well-being data • Contribute to the evaluation of student wellbeing drawing on library-based data 	<ul style="list-style-type: none"> • Research-based action research plan based on application of school-wide student well-being policies and strategies. • Promotion of government policies and documentation to library staff to inform the development of library policies • Library policies showing inclusion of school/systems policies and procedures • Student behaviour tracking records: school wide behaviour support program • Liaison with year level coordinators and student welfare officers regarding student behaviour management
4.5	<p>Use ICT safely, responsibly and ethically</p> <p>Review or implement new policies and strategies to ensure the safe,</p>	<ul style="list-style-type: none"> • Review or rewrite library policies, programs and procedures that reflect current research and new technologies, to ensure safe, responsible and ethical use of digital information, resources and 	<ul style="list-style-type: none"> • Library policies, procedures and programs • Information literacy matrix • Resource lists of cyber safety resources including online sites

	responsible and ethical use of ICT in learning and teaching.	<p>tools</p> <ul style="list-style-type: none"> • Work collaboratively with colleagues and the school community to review or develop and resource cyber safety practices • Co-ordinate the development of strategies that enable students to assess the reliability of digital resources, understand and respect copyright and intellectual property 	<ul style="list-style-type: none"> • Student resource lists. • Library policies governing student use of computers and online materials • User agreement and ethical use forms • Computer classroom layout • Cyber safety and ethical use programs provided for whole school community • Units of work on cyber safety, evaluation of resources, copyright and intellectual property • Integration of copyright and plagiarism considerations into library research units. • Use of visual materials/programs to provide students with a responsible user framework • Bibliography proforma and access to online citation material • Whole school student welfare policy and strategies: internet user policy; cyber safety policy.
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Secondary (Lead)		Professional Practice: Standard 5		<i>Assess, provide feedback and report on student learning</i>	
Focus Area		Practice		Evidence	
5.1	<p>Assess student learning</p> <p>Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.</p>	<ul style="list-style-type: none"> • Support library staff to develop and use assessment strategies for library programs using a variety of formative and summative, formal and informal approaches • Support colleagues in using assessment data to monitor student progress and diagnose learning needs • Lead the evaluation and improvement of library and school assessment policies and strategies 	<ul style="list-style-type: none"> • Use of school accepted reporting packages • Survey data • Documented discussions with students • Peer assessment of student work • Progressive assessment and feedback of work • Opportunities for resubmission of work • Model exemplary answers and formats, • Provide assessment rubrics to show students 		

		<ul style="list-style-type: none"> Lead library staff in developing knowledge of curriculum, system and school assessment requirements and applying these to library programs 	<p>what is expected</p> <ul style="list-style-type: none"> Ensure assessment of skills as well as content Integrate information skills and ICTs assessment into rubrics for assignments Teacher reference material and literature reviews on assessment strategies and information literacy Banks of assessment criteria and rubrics available to parents and students Scaffolded learning and guides for research Naplan and in house data
5.2	<p>Provide feedback to students on their learning</p> <p>Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</p>	<ul style="list-style-type: none"> Develop and present programs of professional learning to support library and teaching colleagues in improving avenues for effective student feedback Establish assessment tools in the library to ensure that all students receive feedback targeted to their needs in a timely fashion Ensure that library programs use a range of feedback strategies targeted to the individual student based on a wide range of data and observations 	<ul style="list-style-type: none"> Use of an online environment which facilitates the creation of student portfolios and assessment records Use email to provide timely feedback to students and parents on student achievements Written and verbal feedback to students about their learning achievements, with suggestions for improvement Opportunities for peer feedback in evaluation of learning activities
5.3	<p>Make consistent and comparable judgements</p> <p>Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.</p>	<ul style="list-style-type: none"> Moderate library programs to ensure that judgments of student learning consistent and comparable at library and school level Monitor and evaluate the comparability and consistency of library staff judgments of student learning 	<ul style="list-style-type: none"> Online reporting using accepted school package Collaborative planning with library staff and subject teachers to ensure consistency Compliance with school assessment and reporting policies Rubrics for assessment which outline specific learning goals
5.4	<p>Interpret student data</p> <p>Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.</p>	<ul style="list-style-type: none"> Co-ordinate the evaluation of teaching and learning programs to identify potential improvements in response to student assessment data 	<ul style="list-style-type: none"> Involvement in school wide curriculum evaluation and innovation Professional development programs on rubric development and assessment strategies for

		<ul style="list-style-type: none"> • Devise, promote and run professional learning programs designed to achieve improvements in teaching and learning programs in response to student assessment data 	information literacy learning goals
5.5	<p>Report on student achievement</p> <p>Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</p>	<ul style="list-style-type: none"> • Ensure that all library programs are effectively reported to students, parents/carers and colleagues. • Seek feedback from students, parents/carers and colleagues about the quality and effectiveness of reporting on student learning and achievement in the library • Evaluate the library's performance in meeting accountability requirements and make changes as a result of findings 	<ul style="list-style-type: none"> • Communication channels with parents electronically • Student reports based on library classes • Parent teacher meetings • Consultation with subject teachers to develop rubrics for research tasks • Work with subject teachers to provide assessment strategies for information literacy learning goals • Documentation of library program evaluation

Secondary (Lead)		Professional Engagement: Standard 6		<i>Engage in professional learning</i>
	Focus Area	Practice	Evidence	
6.1	<p>Identify and plan professional learning needs</p> <p>Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.</p>	<ul style="list-style-type: none"> • Lead teacher-librarians and library staff in developing professional learning policies and planning based on the AITSL Standards • Use the Standards and library staff performance data to identify areas needing attention, set goals and design a professional learning program for library staff • Support teaching staff in the development and completion of their professional learning program 	<ul style="list-style-type: none"> • School library professional learning policy including budget allocation • Professional learning plans of library staff • Analysis of library staff performance reviews • Professional development programs offered by library staff within the school. • Professional development programs offered by library staff at conferences and within external networks 	
6.2	<p>Engage in professional learning and improve</p>	<ul style="list-style-type: none"> • Identify external professional organisations that will expand and improve professional learning 	<ul style="list-style-type: none"> • Membership to school library related organisations: ALIA Schools, ASLA, VCTL, 	

	<p>practice</p> <p>Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.</p>	<p>opportunities for library staff</p> <ul style="list-style-type: none"> • Plan and implement a placement program for pre-service teachers and engage library staff and teaching colleagues in providing them with systematic support and constructive feedback • Coordinate collaborative research with library staff and teachers and use results to design professional learning programs 	<p>SLAV, SCIS, and local school library networks</p> <ul style="list-style-type: none"> • Membership of online communities: OZTLNet, LinkedIn, Twitter, Paper.li, Diigo and others. • Minutes and reports of meetings with pre-service teachers and colleagues including dates, outcomes and future goal-setting • Research plan, analysis of data and professional learning program.
6.3	<p>Engage with colleagues and improve practice</p> <p>Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</p>	<ul style="list-style-type: none"> • Stimulate and support professional dialogue with library staff, school and in professional networks and associations. • Use peer feedback and analysis of current research and practice to focus professional discussions on improving student learning outcomes 	<ul style="list-style-type: none"> • Active membership role on school library, school community, library network and association committees. • Documentation of scheduled data moderation sessions • Online discussion forums
6.4	<p>Apply professional learning and improve student learning</p> <p>Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p>	<ul style="list-style-type: none"> • Review the annual school professional learning programs, advocate for and lead the planning and implementations for library staff, focussing on student learning • Lead and engage in sustained professional learning programs and evaluate the effects on student learning • Investigate and implement strategies that expand the range of student learning-focused professional learning opportunities • Advocate for and lead the planning and implementation of professional learning programs for colleagues that focus on improving student learning 	<ul style="list-style-type: none"> • Reports on analysis of student data from action research programs and professional learning plans • Sustained professional learning programs conducted by library associations: Web 2.0 courses, evidence-based practice ; guided inquiry • Online courses, cross disciplinary professional learning programs, in house PD

Secondary (Lead)		Professional Engagement: Standard 7	<i>Engage professionally with colleagues, parents/carers and the community</i>
	Focus Area	Practice	Evidence
7.1	<p>Meet professional ethics and responsibilities</p> <p>Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.</p>	<ul style="list-style-type: none"> • Model high ethical standards in all professional interactions • Use highly informed judgements when dealing with library staff, teachers, students, parents/carers and community members 	<ul style="list-style-type: none"> • Minutes of meetings, library policy documents and reporting practices that considers codes of ethics and school protocols. • Interview notes and reports
7.2	<p>Comply with legislative, administrative and organisational requirements</p> <p>Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</p>	<ul style="list-style-type: none"> • Lead programs that assist library staff in understanding new and existing legislative and professional conduct requirements • Initiate and implement policies and processes on highly contentious issues • Initiate and implement policies and processes to assist staff in complying with legislative, administrative, organisational and professional responsibilities: <ul style="list-style-type: none"> ○ Copyright ○ Technology ○ Cyber safety 	<ul style="list-style-type: none"> • Library procedures manual • Library policy documents • Links to IASL, ASLA, ALIA policy documents • Scheduled professional development on areas such as cyber safety and Internet use • Documentation demonstrating leadership in the development of highly contentious policies such as internet use and censorship • Whole school student wellbeing policy and strategies: Restorative practices; internet user policy; cyber safety policy.
7.3	<p>Engage with the parents/carers</p> <p>Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.</p>	<ul style="list-style-type: none"> • Ensure the library is a place for all members of the community • Develop reporting strategies to parents on student progress in information skills • Inform parents of • Engage the parents in the reading journey of students • Identify and initiate opportunities for parents/carers to share responsibility for their 	<ul style="list-style-type: none"> • Parent/teacher interviews and student reports; emails • Parent/carer library survey responses and documentation of action • Information evenings for parents • Parent book clubs and training

		children's learning <ul style="list-style-type: none"> • Provide opportunities for parents/carers to understand and participate in the school library's educational priorities 	
7.4	<p>Engage with professional teaching networks and broader communities</p> <p>Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</p>	<ul style="list-style-type: none"> • Maintain professional knowledge and skills through leadership in professional organisations and forums • Ensure the ongoing professional development of library staff • Offer professional development to teachers and peers through both face to face and virtual environments • Lead professional networks, activities and organisations inside and outside school • Collaborate, support and initiate leaders and colleagues in community networks and associations • Initiate and support the involvement of library staff in professional learning and networks outside the school library. 	<ul style="list-style-type: none"> • Membership at executive level in professional associations such as ALIA Schools, ASLA, VCTL, SLAV. • Collaborative library professional development presentations that connect whole school community initiatives at networks and professional associations. • Institutional membership to ALIA, ASLA, SLAV, VCTL, SCIS • Budgeting for professional development or library staff