

# Competencies and assessment rubrics

## Competency 1

**Use innovative and/or exemplary teaching strategies and techniques to more effectively meet the learning needs of individual students, groups and/or classes of students.**

### Assessment rubric

You must score at least three or four for each of the indicators, and at least one indicator must have a score of four. The shaded areas explain what is expected of you for each indicator.

INDICATORS	RATING SCORES			
	1	2	3	4
<b>Provides a supportive learning environment</b>	Is aware of the need to provide a supportive environment that caters for individual differences	Provides a supportive learning environment respecting differences and diversity	Provides an inclusive environment where difference and diversity are embedded and respected	Fosters respect and sensitivity in providing a challenging inclusive learning environment
<b>Plans and develops curriculum that supports individual student learning needs</b>	Provides structured student learning experiences using current curriculum guides	Plans learning experiences that address student needs, experiences and strengths	Facilitates opportunities in relation to student outcomes addressing identified experiences, needs and strengths	Negotiates learning outcomes and plans continuously by building on individual and group exercises, needs and strengths. Provides opportunities for students to demonstrate outcomes in a variety of ways
<b>Uses a range of meaningful and relevant learning and teaching strategies</b>	Provides learning experiences relevant to the student's stage of development	Provides developmentally relevant learning experiences that stimulate thought, inquiry and enjoyment	Provides purposeful and relevant learning experiences that stimulate thought, inquiry and enjoyment while connecting with students' current knowledge and challenging them further	Selects from a repertoire of purposeful, authentic, relevant strategies that match learner characteristics, talents, interests, and knowledge
<b>Facilitates independent and collaborative learning</b>	Provides learning experiences to facilitate student learning	Provides learning experiences which enable students to work independently and collaboratively	Provides experiences to support students in becoming reflective learners when working independently or collaboratively	Supports students in becoming autonomous learners and fosters reflective decision makers, giving scope for their own learning and achievement of outcomes
<b>Demonstrates knowledge of educational initiatives and perspectives through classroom practice</b>	Demonstrates an awareness of system initiatives through classroom practice	Demonstrates classroom practice that is guided by informed knowledge of system initiatives	Demonstrates classroom practice that is informed by current trends, research and system initiatives	Identifies, analyses and responds to contemporary educational issues, trends, research and system initiatives

#### TIP:

When addressing all the competencies aim to provide statements and evidence that meet the expectations for a score of four.

## Competency 2

**Employ consistent exemplary practice in developing and implementing student assessment and reporting processes.**

### Assessment rubric

You must score at least three or four for each of the indicators, and at least one indicator must have a score of four. The shaded areas explain what is expected of you for each indicator.

INDICATORS	RATING SCORES			
	1	2	3	4
<b>Develops and applies fair and inclusive practices in assessment and reporting</b>	Applies a common and uniform approach to assessment and reporting	Uses a range of assessment and reporting strategies	Develops and applies appropriate assessment reporting strategies catering for students' learning needs	Develops, analyses and applies a repertoire of fair and inclusive assessment and reporting strategies that are sensitive and responsive to individual learning needs
<b>Uses a range of appropriate assessment strategies</b>	Uses summative assessment practices to determine student achievement	Uses summative and formative assessment practices to determine student achievement of outcomes	Develops and uses a variety of valid and reliable assessment strategies that provide opportunities for students to effectively demonstrate the achievement of outcomes	Provides a range of planned, meaningful opportunities for students to demonstrate progress and autonomous and consistent achievement of outcomes, using valid and reliable assessment methodology
<b>Provides explicit information about student assessment</b>	Bases assessment on implicit criteria and feedback to students	Bases assessment on criteria and supports some reflective practice by students and by the teacher	Provides explicit assessment criteria and encourages students to reflect on their learning and to participate in goal setting	Negotiates explicit criteria with students for assessment, based on intended learning outcomes and provides formative information to enhance student and teacher reflection
<b>Makes valid judgements on student progress and achievement based on a range of evidence</b>	Makes judgements based on summative scores and rankings	Makes judgements based on a variety of evidence collected over time	Makes judgements that are based on evidence collected over time and in a range of contexts	Collaborates with others to provide well moderated and balanced judgements based on evidence collected over time and in a range of contexts
<b>Provides comprehensive, relevant information to students, parents and/or the wider community</b>	Uses formal reporting methods to communicate student learning	Reports student achievement using summative reports and other evidence of student learning	Uses a variety of formal and informal methods to report to parents, students and/or other stakeholders on student achievement and progress in relation to outcomes	Provides comprehensive information on a timely and ongoing basis using formal and informal methods to report to parents, students and/or other stakeholders on student achievement and progress in relation to outcomes

## Competency 3

**Engage in a variety of self development activities, including a consistently high level of critical reflection on your teaching practice and teacher leadership, to sustain a high level of ongoing professional growth.**

### Assessment rubric

You must score at least three or four for each of the indicators, and at least one indicator must have a score of four. The shaded areas explain what is expected of you for each indicator.)

INDICATORS	RATING SCORES			
	1	2	3	4
<b>Participates in ongoing critical self reflection</b>	Reflects on own actions and experiences to identify areas for personal growth	Critically reflects on own actions and experiences to identify areas for personal growth and professional development	Engages in ongoing critical reflection to create and implement professional development action plans	Engages in ongoing critical reflection to generate and apply new ideas that contribute to improvement in relation to teaching and leadership practice
<b>Plans and implements personal and professional growth through a range of activities and opportunities</b>	Identifies professional development needs in a learning and teaching context	Identifies professional development needs and implements a plan of action	Identifies professional development needs, plans for and engages in work place and external professional development	Identifies professional development needs, plans for and engages in a range of professional development opportunities that demonstrably enhance both teaching and leadership practice
<b>Applies knowledge and skills gained through improvement opportunities</b>	Applies aspects of knowledge gained to adapt teaching practice	Demonstrates willingness to experiment, modify, and evaluate when applying newly acquired knowledge and skills	Applies current teaching and leadership practices gained through professional growth opportunities	Applies current teaching and leadership practices gained through a variety of professional growth opportunities and shares this knowledge
<b>Seeks and acts upon feedback</b>	Responds to unsolicited feedback on teaching practice	Modifies own professional approach based on unsolicited feedback	Seeks feedback to inform current professional practice. Feedback information is utilised to further personal and professional development	Actively and consistently seeks feedback for areas of self-development from the school community. Uses information to further develop their own and others' professional practice

## Competency 4

Enhance teachers' professional knowledge and skills through employing effective development strategies.

### Assessment rubric

You must score at least three or four for each of the indicators, and at least one indicator must have a score of four. The shaded areas explain what is expected of you for each indicator.

INDICATORS	RATING SCORES			
	1	2	3	4
<b>Plans and develops meaningful professional learning to support the individual needs of staff</b>	Engages in dialogue and offers support and advice to colleagues with a view to enhance professional effectiveness	Encourages and facilitates collegial partnerships to cater for their colleagues' needs in order to enhance their professional knowledge	Plans, designs and implements formal and informal professional development focusing on colleagues' professional development needs and interests	Demonstrates an ability to develop initiatives with colleagues in the planning, design and application of professional development opportunities catering for varying needs and interests of teachers
<b>Uses a range of professional development strategies to facilitate the professional growth of others</b>	Provides professional support to colleagues across a range of professional issues	Facilitates professional discussions and acts as a 'critical friend' to colleagues to enhance their professional effectiveness	Facilitates purposeful and relevant learning opportunities building on colleagues' experience and expertise	As a researcher, presenter, facilitator, coach and mentor provides appropriate and varied opportunities for colleagues to build on experience and expertise
<b>Encourages and promotes continual learning to support change</b>	Engages others in professional dialogue and shares own classroom work with colleagues	Initiates school based action learning on teaching and learning to enhance professional knowledge and promote continuous learning with their colleagues	Is a model and mentor for colleagues in managing the process of identifying opportunities and challenges to enhance personal performance	Initiates, promotes and leads change in teaching and learning approaches and will trial new approaches to address changing issues, concerns, problems and challenges
<b>Applies understanding of current system initiatives and wider educational perspectives in facilitating and promoting professional learning</b>	Demonstrates an understanding of system level initiatives	Facilitates the professional development of others based upon knowledge and understanding of system level initiatives	Demonstrates an understanding of a wide educational perspective as the basis for facilitating and promoting the professional learning of others	Incorporates the understandings of wider educational perspectives on system initiatives when motivating, facilitating and enhancing the professional growth of others

## Competency 5

**Provide high level leadership in the school community through assuming a key role in school development processes including curriculum planning and management, and school policy formulation.**

### Assessment rubric

You must score at least three or four for each of the indicators, and at least one indicator must have a score of four. The shaded areas explain what is expected of you for each indicator.

INDICATORS	RATING SCORES			
	1	2	3	4
<b>Applies knowledge of research and system initiatives in co-ordinating school development, curriculum and policy activity</b>	Is aware of system initiatives and how they apply to school development	Contributes to modifications to the school development process and responds effectively to emerging educational initiatives and priorities	Contributes to school development processes based on system initiatives and participates in the development, implementation and evaluation of curriculum programs and policy	Articulates and imparts knowledge of research and system requirements through recommendations and contributions to school development, curriculum and policy processes. Participates in the planning, development, implementation and evaluation of curriculum policy and programs
<b>Promotes, participates and collaborates in whole of school processes</b>	Understands the need for involvement and ownership of school processes	Models involvement and ownership of school processes	Actively involves colleagues and promote ownership of school processes	Motivates, leads and creates an environment of consultation and collaboration that facilitates participation in the development and ownership of school processes
<b>Adopts effective proactive change management strategies</b>	Participates in change management processes	Participates and contributes to change management initiatives	Understands and applies change management processes in leading the implementation of initiatives	Initiates, plans and systematically manages change in response to initiatives
<b>Supports the development of a productive and participative team environment</b>	Provides team members with support and constructive feedback	Understands and supports an individual's contribution in a team	Contributes to the creation of a team environment where members are encouraged and supported to take risks and seek challenges	Contributes to the effective functioning of professional teams by initiating and facilitating team processes and protocols
<b>Develops collaborative partnerships with colleagues and the wider community</b>	Participates in partnerships with colleagues and the community	Initiates partnerships with members of the school community to support student learning in the classroom	Builds and maintains partnerships with colleagues and the wider community	Motivates and leads in the development and recognition of collaborative partnerships with teachers and the wider community