

EVIDENCE GUIDE FOR TEACHER LIBRARIANS IN THE PROFICIENT CAREER STAGE

Australian Professional Standards for Teachers

OCTOBER 2014

PREAMBLE

The Australian Institute for Teachers and School Leaders (AITSL) developed a set of professional standards for teachers in 2011.

AITSL's *Australian Professional Standards for Teachers* identify teacher quality; they 'define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools, which result in improved educational outcomes for students' (AITSL, 2012). The Standards cover three domains of teaching: professional knowledge, professional practice and professional engagement. Across the three domains there are a total of seven standards, each with its own set of focus areas, which are interconnected, interdependent and overlapping. Each focus area has a set of assigned descriptors for each of the four career stages of graduate, proficient, highly accomplished and lead. The career stages are benchmarks that recognise the professional growth of teachers throughout their careers.

The Australian School Library Association (ASLA) has long recognised the importance of professional standards and has been actively involved in the preparation, implementation and promotion of standards for teacher librarians for the past decade. ASLA was instrumental, with the Australian Library and Information Association (ALIA), in devising and preparing the *Standards of professional excellence for teacher librarians* launched in 2005. ASLA has also enjoyed a professional partnership with AITSL since its inception when AITSL first evolved under the banner of Teaching Australia.

The Policy Advisory Project Team (PAPT), under the auspices of ASLA, was directed to devise and develop a way for its members to connect with the *Australian Professional Standards for Teachers*. A group of teacher librarians with a shared interest in the value and purpose of the Standards banded together to plan a way forward. Their collaboration has resulted in this evidence guide.

Many hours have been given to the preparation of this document. It has been devised, debated, discussed, changed and tweaked, all in a spirit of cooperation. This document will assist teacher librarians to see where and how they can meet the Standards.

This evidence guide addresses the Proficient career stage. Each standard is listed with its associated foci and relevant descriptor. Added to this is a statement about the role of the teacher librarian and then a short list of examples of evidence. The examples given are by no means prescriptive. They give the teacher librarian a sense of how he/she might meet that standard.

You are invited to use this evidence guide when preparing your professional goals or setting your professional learning plans. This document is not definitive and will be subject to a review. It is essential that this document is used in conjunction with the official documents as supplied by AITSL. To access those documents visit <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/> (AITSL 2012).

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Reference:

AITSL Australian Institute for Teaching and School Leadership 2012, *Australian professional standards for teachers*, viewed 12 September 2013, <<http://www.teacherstandards.aitsl.edu.au/Overview/Purpose>>

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Standard I: Know students and how they learn

Standard I: Know students and how they learn

I.1 Physical, social and intellectual development and characteristics of students

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

Proficient teacher librarians work with all students in the school community and cater for all levels of development.

Examples of evidence include:

- unit of work, lesson plan or learning activity that incorporates teaching strategies designed for particular students
- physical arrangement of library space that maximises student learning
- organisation of virtual/online spaces that maximise student learning opportunities
- tailored reading recommendations that match student characteristics and interests

I.2 Understand how students learn

Proficient teachers structure teaching programs using research and collegial advice about how students learn.

Proficient teacher librarians engage with all students in the school community and develop teaching programs across several developmental levels.

Examples of evidence include:

- annotated reports on professional reading and research
- unit of work, lesson plan or learning activity that includes justification of activities based on how students learn
- anecdotal records of information that is gathered from colleagues about student learning

Standard I: Know students and how they learn

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I.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Proficient teachers design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Proficient teacher librarians have knowledge of effective teaching strategies applicable to students from a diverse range of backgrounds.

Examples of evidence include:

- notes, in teaching records, about student backgrounds that reflect class groups
- unit of work, lesson plan or learning activity that shows activities catering for students of different backgrounds
- a library collection that caters for the diverse backgrounds of the school community
- a list of external resources that identifies diverse backgrounds and is promoted to the school community

I.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Proficient teachers 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.

Proficient teacher librarians have knowledge of effective teaching strategies applicable to students from Aboriginal and Torres Strait Islander backgrounds.

Examples of evidence include:

- unit of work, lesson plan or learning activity that incorporates teaching strategies that are appropriate to Aboriginal and Torres Strait Islander students
- a list of resources that incorporates Indigenous perspectives that is used in library teaching programs and/or displays
- sample of contact with Indigenous communities

Standard I: Know students and how they learn

Standard I: Know students and how they learn

I.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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

Proficient teacher librarians develop learning programs that are differentiated for the specific learning needs of students across the full range of abilities.

Examples of evidence include:

- unit of work, lesson plan or learning activity that caters for different student learning needs
- library collections that incorporate resources that address a range of literacy levels

I.6 Strategies to support full participation of students with disabilities

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

Proficient teacher librarians design, resource and implement activities that support the participation of students with disability.

Examples of evidence include:

- physical and digital library resources that are accessible to students with disabilities
- annotated lesson plan or literacy activity that is modified for students with disabilities
- a list of library resources that supports full participation of students with disabilities and in a variety of formats
- physical arrangement of library space that ensures seating and access for all students

Standard 2: Know the content and how to teach it

Standard 2 : Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Proficient teachers apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

Proficient teacher librarians use their knowledge of current content requirements and teaching strategies to plan and teach a wide range of topics.

Examples of evidence include:

- unit of work, lesson plan or learning activity that incorporates appropriate curriculum content
- lesson observation notes and programs demonstrating a range of relevant teaching strategies
- video recording of teacher librarian presenting lesson collaboratively with classroom teachers

2.2 Content selection and organisation

Proficient teachers organise content into coherent, well-sequenced learning and teaching programs.

Proficient teacher librarians organise content and resources into well-sequenced learning and teaching programs.

Examples of evidence include:

- unit of work, lesson plan or learning activity that reflects the use of a continuum of learning
- physical and digital content selected, accessible and organised; for example, pathfinders, blogs, webpages, learning management systems
- scope and sequence documents that reflect the development of digital literacy, cybersafety or inquiry learning

Standard 2: Know the content and how to teach it

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2.3 Curriculum, assessment and reporting

Proficient teachers design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

Proficient teacher librarians use their knowledge to contribute to the design and implementation of current curriculum, assessment and reporting requirements.

Examples of evidence include:

- rubrics for assessment that may include inquiry learning outcomes
- unit of work, lesson plan or learning activity that refers to curriculum outcomes
- annotations of student work and evaluative feedback
- audio or video recordings of discussion with classroom teachers where reflection focuses on assessment strategies

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

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

Proficient teacher librarians promote environments that encourage reconciliation between Indigenous and non-Indigenous Australians.

Examples of evidence include:

- list of print and digital resources with an Aboriginal and Torres Strait Islander perspective contained in the school library collection
- images of library displays on reconciliation and other key Aboriginal and Torres Strait Islander issues
- organisation of events that promote understanding of Aboriginal and Torres Strait Islander cultures
- unit of work, lesson plan or learning activity that includes relevant Aboriginal and Torres Strait Islander perspectives

Standard 2: Know the content and how to teach it

Standard 2 : Know the content and how to teach it

2.5 Literacy and numeracy strategies

Proficient teachers apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

Proficient teacher librarians apply their understanding of how children and young adults become literate and numerate.

Examples of evidence include:

- lists that include print and digital literature appropriate to students' literacy and numeracy achievement levels
- strategies that promote or encourage reading
- collection development that is informed by statistics or surveys related to recreational borrowing of library items
- activities and displays that promote literacy and numeracy events

2.6 Information Communication Technology (ICT)

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

Proficient teacher librarians use ICT and engage students in inquiry learning within information-rich resource environments.

Examples of evidence include:

- unit of work, lesson plan or learning activity that includes ICT use appropriate to the task and content
- samples of student work produced in digital form
- selection of digital resources
- screenshot of library webpages, learning management system pages or blogs

Standard 3: Plan for and implement effective teaching and learning

Standard 3 : Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Proficient teachers set explicit, challenging and achievable learning goals for all students.

Proficient teacher librarians work with students to develop learning goals incorporating information literacy, inquiry and literacy skills.

Examples of evidence include:

- unit of work, lesson plan or learning activity that incorporates relevant learning goals
- lesson observation notes that show learning goals as challenging and achievable
- samples of individual student learning plans
- audio or video recordings of discussion with classroom teachers where reflection focuses on student learning goals

3.2 Plan, structure and sequence learning programs

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

Proficient teacher librarians embed the elements of information literacy into learning and teaching programs.

Examples of evidence include:

- unit of work, lesson plan or learning activity that shows development of information literacy
- lesson observation notes that record student engagement
- screenshots of online learning tasks

Standard 3: Plan for and implement effective teaching and learning

Standard 3 : Plan for and implement effective teaching and learning

3.3 Use teaching strategies

Proficient teachers select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Proficient teacher librarians incorporate teaching strategies that develop knowledge, skills, problem solving and critical and creative thinking.

Examples of evidence include:

- unit of work, lesson plan or learning activity that demonstrates use of relevant teaching strategies for literacy that includes literature based teaching
- unit of work, lesson plan or learning activity that demonstrates use of relevant teaching strategies in the use of ICT
- lesson observation notes that show relevant teaching strategies that incorporate higher order thinking skills

3.4 Select and use resources

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

Proficient teacher librarians develop, recommend, organise and manage appropriate multimodal resources to support student learning.

Examples of evidence include:

- unit of work, lesson plan or learning activity that involves students' use of digital resources
- curriculum-related resource list or pathfinder
- annotated reading lists of literature
- report or display that demonstrates selection of appropriate resources based on the school's collection development policy

Standard 3: Plan for and implement effective teaching and learning

Standard 3 : Plan for and implement effective teaching and learning

3.5 Use effective classroom communication

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

Proficient teacher librarians use effective verbal and non-verbal communication strategies in teaching and in interactions with a wide range of students beyond the traditional classroom.

Examples of evidence include:

- lesson observation notes made by supervising teacher
- video footage of teaching
- signage that promotes independent use of library

3.6 Evaluate and improve teaching programs

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

Proficient teacher librarians review data to improve practice and learning and teaching programs and organise resources for access by the whole community.

Examples of evidence include:

- lesson observation notes
- evaluation of teaching program that includes written reflections
- student feedback, surveys, forums or reports
- student assessment data with annotations to inform planning

Standard 3: Plan for and implement effective teaching and learning

Standard 3 : Plan for and implement effective teaching and learning

3.7 Engage parents/carers in the educative process

Proficient teachers plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Proficient teacher librarians actively engage in a variety of communication opportunities with parents/carers.

Examples of evidence include:

- letter to parents/carers that invites participation in learning program; for example, Book Week activities
- presentation to parents/carers on role of library; for example, assistance using library resources at home
- newsletter or website item with recommendations of appropriate resources to parents/carers
- transcript of phone call with parents/carers on such topics as reading suggestions

Standard 4: Create and maintain supportive and safe learning environments

Standard 4: Create and maintain supportive and safe learning environments

4.1 Support student participation

Proficient teachers establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

Proficient teacher librarians model strategies that connect with the learners' skills and interests, and engage and challenge learners within supportive information-rich environments.

Examples of evidence include:

- lesson observation notes
- unit of work, lesson plan or learning activity that details learning styles
- transcripts or emails that show interaction with individuals or small groups
- library activities or events that are inclusive and positive

4.2 Manage classroom activities

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

Proficient teacher librarians use effective strategies to create well-managed learning environments in the school library.

Examples of evidence include:

- library signage that promotes orderly and workable routines; for example, circulation/distribution of equipment
- library orientation program
- library layout diagram or plan
- library booking system that demonstrates effective management of library learning spaces

Standard 4: Create and maintain supportive and safe learning environments

Standard 4: Create and maintain supportive and safe learning environments

4.3 Manage challenging behaviour

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

Proficient teacher librarians are skilled teaching practitioners and are responsible for behaviour management in their workplace.

Examples of evidence include:

- lesson observation notes
- library expectations that indicate clear student behaviour
- communication about responding to challenging student behaviour in accordance with school protocol

4.4 Maintain student safety

Proficient teachers ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.

Proficient teacher librarians are aware of relevant current school curriculum and legislative requirements and implement these documents in library management and teaching practice.

Examples of evidence include:

- publication of cybersafety guidelines, in print or digital, on website and/or learning management system
- library procedures that implement occupational health and safety requirements
- library signage; for example, relating to evacuation, or copyright law
- participation in and support of the school's pastoral care policy

Standard 4: Create and maintain supportive and safe learning environments

Standard 4: Create and maintain supportive and safe learning environments

4.5 Use ICT safely, responsibly and ethically

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

Proficient teacher librarians promote and demonstrate safe, responsible and ethical use of ICT.

Examples of evidence include:

- unit of work, lesson plan or learning activity that focuses on cybersafety and personal security
- unit of work, lesson plan or learning activity that focuses on academic honesty, including the avoidance of plagiarism
- library signage to promote safe, responsible and ethical use of ICT
- information in newsletter or website about appropriate use of ICT

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

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

5.1 Assess student learning

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

Proficient teacher librarians employ a range of methods of formal and informal, formative and summative assessment in the development of students' literacy and in inquiry learning.

Examples of evidence include:

- sample of formative and summative assessment tasks
- annotated student assessment sample
- student self-assessment sample
- online or observational checklists of student learning

5.2 Provide feedback to students on their learning

Proficient teachers provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Proficient teacher librarians provide feedback on student progress towards literacy development and inquiry learning.

Examples of evidence include:

- annotated work sample that highlights teacher feedback
- sample of oral or written feedback to students on completion of learning task
- lesson observation notes

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

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

5.3 Make consistent and comparable judgements

Proficient teachers understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

Proficient teacher librarians participate in appropriate moderation activities in the school in their areas of expertise.

Examples of evidence include:

- annotated work sample that highlights collegial input
- sample of agenda or minutes of meetings that demonstrate participation in assessment moderation activities
- email or online discussion thread that identifies contribution to moderation activities

5.4 Interpret student data

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

Proficient teacher librarians use student assessment data to inform their planning for teaching and learning.

Examples of evidence include:

- unit of work, lesson plan or learning activity that indicates modifications based on data
- analysis of inquiry learning data to identify points of intervention
- participation in school analysis of standardised testing results; for example, NAPLAN
- record of professional conversations about modification of teaching practice

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

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

5.5 Report on student achievement

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

Proficient teacher librarians collect evidence of student achievement and report this in a form that facilitates effective communication with students and parents/carers.

Examples of evidence include:

- record of inquiry learning assessment data
- contribution to school report
- transcript of interview with student and parents/carers

Standard 6: Engage in professional learning

Standard 6 : Engage in professional learning

6.1 Identify and plan professional learning needs

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

Proficient teacher librarians identify and plan professional learning relevant to their context.

Examples of evidence include:

- minutes of meeting with supervisor to plan for accreditation
- identification of and attendance at professional learning about the *Australian Professional Standards for Teachers*
- annual professional learning plan based on *Australian Professional Standards for Teachers*

6.2 Engage in professional learning and improve practice

Proficient teachers participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Proficient teacher librarians participate in professional learning activities related to school library practice, student wellbeing and learning and teaching.

Examples of evidence include:

- certificate of attendance at professional learning activities
- participation in online or face to face professional learning that is followed by the publication of personal reflection
- email or discussion thread with colleague that reflects on updated knowledge and practice
- professional learning log/blog

Standard 6: Engage in professional learning

Standard 6 : Engage in professional learning

6.3 Engage with colleagues and improve practice

Proficient teachers contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

Proficient teacher librarians engage in discussion on professional issues to improve their knowledge and practice.

Examples of evidence include:

- minutes of meeting with supervisor that show reflection on updated knowledge and practice
- minutes of meeting that indicate participation in school based professional learning
- email or discussion thread with colleague that demonstrates updated knowledge and practice
- record of collegial discussion that is based on classroom observation

6.4 Apply professional learning and improve student learning

Proficient teachers undertake professional learning programs designed to address identified student learning needs.

Proficient teacher librarians engage in professional learning activities that support or improve understanding of specified student learning needs.

Examples of evidence include:

- report on application of new learning from professional learning activities
- unit of work, lesson plan or learning activity that incorporates new professional learning
- professional learning log/blog that incorporates personal reflection

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

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

7.1 Meet professional ethics and responsibilities

Proficient teachers meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Proficient teacher librarians work ethically and responsibly.

Examples of evidence include:

- unit of work, lesson plan or learning activity that indicates compliance with school policies such as those relating to referencing, or plagiarism
- adherence to professional responsibilities; for example, placement of copyright notices
- summary of professional reading that relates to professional ethics

7.2 Comply with legislative, administrative and organisational requirements

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

Proficient teacher librarians comply with relevant, professional protocols.

Examples of evidence include:

- unit of work, lesson plan or learning activity that indicates compliance with school policies such as referencing, plagiarism
- adherence to professional information management responsibilities; for example, placement of copyright notices
- compliance with child protection and workplace, health and safety legislation and policies

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

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

7.3 Engage with the parents/carers

Proficient teachers establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.

Proficient teacher librarians actively engage in a variety of communication opportunities with parents/carers.

Examples of evidence include:

- participation in school-wide activities such as parent-teacher-student interviews or information evenings
- contributions to online or print communication with parents/carers; for example, newsletters
- transcript of conversation with parents/carers about their child's learning, such as reading suggestions

7.4 Engage with professional teaching networks and broader communities

Proficient teachers participate in professional and community networks and forums to broaden knowledge and improve practice.

Proficient teacher librarians are members of their professional associations and networks.

Examples of evidence include:

- membership of a teacher librarian professional association or network
- attendance at library- or education-based networking events
- participation and engagement in online networks or forums