ASLA
AUSTRALIAN SCHOOL LIBRARY ASSOCIATION

EVIDENCE GUIDE FOR TEACHER LIBRARIANS IN THE HIGHLY ACCOMPLISHED CAREER STAGE

Australian Professional Standards for Teachers

January 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 Highly Accomplished 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.teacherstandards.aitsl.edu.au/ (AITSL 2012)

Acknowledgement:

Standard 1: Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Highly accomplished teachers select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.

Highly accomplished teacher librarians deal with all students in the school community and cater for all levels of development. They adapt and select a range of effective teaching strategies and professional resources for teachers to use; such strategies and resources are appropriate to the specific needs and learning styles of students in their school community and within specific classes.

Examples of evidence include:

* teaching and learning programs, scope and sequence documents and/or lessons that include a variety of teaching and learning activities and flexible repertoire of strategies; for example, literacy and information literacy programs/lessons, guided inquiry programs/lessons, collaboratively taught and planned lessons
* student surveys and incorporation of survey feedback into library programs to meet the needs of the students
* analysis of assessment or diagnostic data applied to the planning for the physical, social and intellectual development and characteristics of students
* collaboration, with external support, in the development of library teaching and learning activities/programs that is suited to the physical, social and intellectual development and characteristics of students

1.2 Understand how students learn

Highly accomplished teachers expand understanding of how students learn using research and workplace knowledge.

Highly accomplished teacher librarians develop learning and teaching programs that maximise student learning at all developmental levels within their school. They have specialist knowledge and responsibility in the areas of information literacy, digital literacy, emerging literacies and literature for young people. They adopt self-directed or formal means of learning about research into how students learn

Examples of evidence include:

* teaching and learning programs and/or lesson plans that include a variety of teaching and learning activities and that are annotated to reflect teacher knowledge of research and workplace knowledge; for example, pedagogy of the teacher librarian, including inquiry learning
* academic transcripts, testamurs or certificates relating to postgraduate study or records of attendance at professional learning that expands the teacher librarian's knowledge about how students learn
* professional reading logs/blogs of current research into how students learn; for example, guided inquiry, literacy, information literacy

Standard 1: Know students and how they learn

1.3   Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Highly accomplished teachers support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Highly accomplished teacher librarians have specialised knowledge of effective teaching strategies, applicable to students from a diverse range of backgrounds, which they share with their teaching colleagues. They have specialist knowledge and responsibility in the areas of information literacy, digital literacy, emerging literacies and literature for young people. This enables them to work with their colleagues to design differentiated learning strategies. Highly accomplished teacher librarians work with colleagues to develop, select and use resources to target the needs of students from diverse backgrounds.

Examples of evidence include:

- descriptions of the teacher librarian's role, in planning documents, to address the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds; for example, meeting minutes, emails regarding suitable library resources, input into program planning for differentiated learning
- contributions to policy development and review of programs related to literacy, gifted and talented, learning support, English as an Additional Language or Dialect
- evidence of formal mentoring of colleagues, such as new scheme teachers; for example, meeting records, emails, lesson observation notes, reports

1.4   Strategies for teaching Aboriginal and Torres Strait Islander students

Highly accomplished teachers 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.

Highly accomplished teacher librarians who deal with Aboriginal and Torres Strait Islander students are in tune with their specific developmental learning needs. They also have a rich understanding of the types of communities to which their students belong. Highly accomplished teacher librarians work with colleagues to develop, select and use resources to target the needs of Aboriginal and Torres Strait Islander students.

Examples of evidence include:

- staff meetings on suitable library resources to cater for diverse learners
- team teaching with colleagues to demonstrate how the library can cater for diverse learners
- evaluation and selection of suitable resources that can be accessed through the catalogue, or social bookmarking sites
- identification and promotion of community personnel and cultural organisations and promotion of these to staff

Standard 1: Know students and how they learn

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

Highly accomplished teachers 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.

Highly accomplished teacher librarians are experienced in catering for learning and teaching programs that are differentiated for the specific learning needs of students across the full range of abilities. They collaboratively evaluate the strategies used in differentiated learning and teaching programs, drawing on student assessment data to identify the extent to which the needs of different student groups are being met. They work with their teaching colleagues to evaluate the extent to which content and resources are meeting the needs of different groups of students.

Examples of evidence include:

- collaboration in devising a teaching program that shows evidence of differentiated resources, teaching strategies and a response to assessment data
- differentiated assessment tasks, with links to outcomes in teaching and learning programs
- teacher librarians or teachers mentored to develop differentiated teaching and learning programs
- incorporation of student assessment data; for example, inquiry learning to evaluate teaching and learning programs

1.6 Strategies to support full participation of students with disabilities

Highly accomplished teachers 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.

Highly accomplished teacher librarians work cooperatively with classroom teachers and other specialist staff to ensure that library resources are equally accessible to all students with special needs. They are proactive and ensure appropriate resources are provided for staff professional development in areas of policy, legislation and teaching program design. Highly accomplished teacher librarians collaborate with teachers in developing and adjusting teaching programs to cater for the individual learning and participation of students with disabilities. They also work with parents/carers and support teams to monitor and develop individual learning plans to ensure that learning and participation needs are met.

Examples of evidence include:

- the development and sharing of a library policy document that includes evidence of catering for students with disabilities
- evidence that the library's physical and virtual spaces provide for participation by students with disabilities
- presentations at staff meetings about resources, programs and support available from the library
- meetings with support teachers to ensure teaching programs and resources are inclusive and implement recommendations

Standard 2: Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Highly accomplished teachers support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

Highly accomplished teacher librarians support their peers by using their comprehensive knowledge of current content requirements and teaching strategies to plan and teach collaboratively a wide range of topics for both classroom and subject teachers. They mentor teachers and pre-service teachers through developing their teaching skills, locating and demonstrating new resources, including conducting in-house professional learning programs.

Examples of evidence include:

- academic transcripts, testamurs or certificates documenting further study in areas relevant to the teacher librarian's personal, professional or collegial work
- research papers indicating participation in collaborative research or action research related to the implementation of ongoing teaching and learning programs
- conference programs and abstracts showing the teacher librarian presenting at a conference or other professional development activities aimed at developing and implementing engaging teaching and learning programs
- library teaching programs; for example, in literature or information literacy demonstrating connection of content with teaching strategies
- subject teaching program documents, intranet course pages, emails, meeting agendas, library intranet page, catalogue tags, resource lists and pathfinders that show how library and curriculum resources are shared to support student learning
- testimonial from a colleague documenting the input of the teacher librarian in the development of content in a variety of teaching and learning programs
- mentoring by a teacher librarian to support a new teacher in developing engaging teaching and learning programs

2.2 Content selection and organisation

Highly accomplished teachers exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.

Highly accomplished teacher librarians apply knowledge and understanding of national and international standards for library and information management to select and maintain collections of high quality learning and teaching resources. They understand electronic resource distribution and have an extensive knowledge of national standards for information retrieval. They strategically apply specialist knowledge to plan and budget for resource management systems to store, organise and distribute rich learning resources appropriate to a successful community of learners. They apply innovative practices to provide community access to resources created through the democratisation of publishing and open information trends.

Standard 2: Know the content and how to teach it

Examples of evidence include:

- relevant metadata and tagging that enriches retrieval for staff and students
- information literacy strategies modelled to or shared with colleagues
- customisation of the library management system and parameters that meet the needs of the local school and community context
- current understanding of innovative practice and the effective implementation of new ideas in teaching and learning programs
- information literacy programs that include lessons on student use of research skills, local library management systems, Web 2.0 tools, social media, research databases, tablets
- library wide-reading or literacy programs incorporating the use of ICT (information communication technology) such as e-books
- an up-to-date collection development policy

2.3 Curriculum, assessment and reporting

Highly accomplished teachers support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.

Highly accomplished teacher librarians have a sound understanding of current curriculum, assessment and reporting theory and processes. They collaboratively plan, resource and assess learning and teaching programs that incorporate transferable information literacy and literature outcomes across the school. They use contemporary knowledge and understanding of curriculum, assessment and reporting.

Examples of evidence include:

- sharing recent research literature on curriculum, assessment and reporting theory, practice and issues with colleagues
- participation in collaboratively planned teaching and learning programs with colleagues that use contemporary knowledge of curriculum, assessment and reporting requirements
- minutes or notes from planning meetings showing how the teacher librarian has assisted colleagues to record and annotate student work samples to prepare for reporting
- academic transcripts or testamurs documenting formal study or training undertaken by the teacher librarian that relates to knowledge and understanding of curriculum and/or assessment
- professional reading logs showing the teacher librarian's knowledge of curriculum and/or assessment and reporting
- assisting colleagues in implementing curriculum, including assessment and reporting requirements

Standard 2: Know the content and how to teach it

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

Highly accomplished teachers support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Highly accomplished teacher librarians promote environments which encourage reconciliation between Indigenous and non-Indigenous Australians. They work with colleagues to assist student learning, acknowledgement and participation in Aboriginal and Torres Strait Islander histories, cultures and languages.

Examples of evidence include:

* communications to colleagues promoting appropriate resources that support reconciliation
* collection development policies which document inclusion in the library collection of resources that will support student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
* provision and promotion of appropriate guidelines for use when selecting and using resources
* coordination of displays that will support student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
* Aboriginal and Torres Islander groups' participation in library events that support student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
* testimonials attesting that the teacher librarian works with colleagues to devise teaching and learning programs incorporating use of library resources that support student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

2.5   Literacy and numeracy strategies

Highly accomplished teachers support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievements.

Highly accomplished teacher librarians have a sound understanding of how children and young adults become independent readers and have a detailed knowledge of how to promote and foster reading. They have a comprehensive understanding of literacy and literature for children and young adults. They are active participants in the design, resourcing and implementation of literacy and numeracy programs within their schools.

Examples of evidence include:

* meeting minutes or notes, presentation notes or slides documenting how the teacher librarian has led a whole school literature circles program
* collaborative development by the teacher librarian with colleagues of a literature program to support the study of text types
* collaborative development by the teacher librarian with colleagues of a scope and sequence document of appropriate literature to support literacy teaching

Standard 2: Know the content and how to teach it

Standard 2 : Know the content and how to teach it

- agendas and/or minutes of faculty/stage/staff/network or professional association meetings documenting presentation(s) by the teacher librarian on teaching strategies to improve literacy, including reading and literature
- coordination of author visits to the school that are an integral part of the literature program
- information shared with colleagues about teaching or professional reading resources that support the implementation of effective teaching strategies to improve students' literacy and numeracy

2.6   Information Communication Technology (ICT)

Highly accomplished teachers 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.

Highly accomplished teacher librarians model the use of ICT to their colleagues to engage students in inquiry-based learning within information-rich resource environments. They encourage colleagues to use new and emerging technologies, digital resources and tools in the classroom. They work collaboratively with colleagues to use digital resources and tools to improve student learning and engagement.

Examples of evidence include:

- lesson observation(s) of the teacher librarian modelling the use of ICT strategies to make content relevant and useful to students
- presentation made to staff/network/professional teaching associations on effective strategies and resources to incorporate ICT into teaching and learning
- online learning spaces; for example, library content management and information sharing systems that have been shared with colleagues to enhance teaching and learning
- electronic resources created by the teacher librarian and shared with colleagues to support student learning
- evaluation of the appropriateness of particular software for the teaching and learning programs of colleagues
- utilisation of social media to share resources or publish updates about resources and programs to make content meaningful
- the integration of ICT skills; for example, booktrailers, and using interactive whiteboards
- presentations of copyright and intellectual property sessions to staff and students

Standard 3: Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Highly accomplished teachers develop a culture of high expectations for all students by modelling and setting challenging learning goals.

Highly accomplished teacher librarians collaborate with teachers and students to develop learning and teaching programs incorporating information literacy, inquiry and literacy skills. They collaborate with classroom teachers to plan, implement and evaluate high quality learning and teaching programs which incorporate sequential inquiry and literacy skills. These programs are based on a thorough knowledge of students, learning and curriculum. With this knowledge, a culture of high expectations can be developed and appropriate, challenging learning goals can be set.

Examples of evidence include:

- collaborative programming and planning documents across different aspects of the teacher librarian's role that includes explicit, sequential and relevant learning goals
- minutes of meetings in which classroom teachers and the teacher librarian collaboratively develop learning goals
- descriptions of how collaborative lesson evaluations, informed by student achievement and measured against learning outcomes, are shared with colleagues
- testimonials or direct observations of the teacher librarian modelling high expectations across the educational spectrum for students; for example, in library management, classroom pedagogy, dealing with individual requests, demonstrating OPAC or Internet searches to classes, bibliography construction and citation methods

3.2 Plan, structure and sequence learning programs

Highly accomplished teachers work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.

Highly accomplished teacher librarians work in collaboration with teachers to embed the elements of information literacy into the learning and teaching programs. These elements are designed to enable students to achieve successful learning outcomes. They actively plan, teach and evaluate with teachers to teach information skills explicitly. They also provide an environment that supports engaged learning by utilising their knowledge of cross-curricular and cross-school views.

Examples of evidence include:

- collaborative programming and planning documents, across different aspects of the teacher librarian's role, incorporating resources and assessment, followed by evaluation and modification
- evidence of mentoring colleagues to plan, evaluate and modify teaching and learning programs
- testimonial or observations that indicate that the teacher librarian shared with colleagues, lesson plans, behaviour management techniques, student work samples and innovative teaching ideas

Standard 3: Plan for and implement effective teaching and learning

3.3   Use teaching strategies

Highly accomplished teachers support colleagues to select and apply effective teaching strategies to develop knowledge, skills and problem-solving and critical and creative thinking.

Highly accomplished teacher librarians base their learning and teaching programs on the needs of their school community. They incorporate teaching strategies that develop knowledge, skills, problem solving, critical and creative thinking. They have a thorough knowledge of a wide range of teaching strategies and the application of such strategies to their own school and library context. This knowledge is both modelled and shared with colleagues.

Examples of evidence include:

- program and planning documents that have been collaboratively developed with teachers to select and apply teaching and learning strategies to promote knowledge and thinking skills
- testimonials that describe presentations by the teacher librarian to staff/faculty/stage/network/professional learning associations and in-school professional learning activities on effective teaching strategies
- reference from a colleague or mentor that indicates that the teacher librarian has observed, provided feedback and suggestions on teaching strategies
- testimonials or observations of the teacher librarian having modelled strategies to develop knowledge and skills in problem solving and critical thinking

3.4   Select and use resources

Highly accomplished teachers assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.

Highly accomplished teacher librarians work co-operatively with staff to develop, recommend, organise and manage appropriate print and online resources to support student learning. They are responsible for developing and implementing policies related to the selection, implementation and evaluation of appropriate resources within the library context and across the school.

Examples of evidence include:

- descriptions of the teacher librarian's role in assisting colleagues through the creation and promotion of library collections, topic lists, pathfinders, webpages, themes or intranets
- resources that have been developed or shared by the teacher librarian at the school level and/or with professional networks via channels such as social media, emails, conference programs, websites, journals and other publications
- demonstration of ICT resources at staff/faculty/professional meetings
- implementation and participation in collaborative teaching and learning programs

Standard 3: Plan for and implement effective teaching and learning

3.5   Use effective classroom communication

Highly accomplished teachers assist colleagues to select a wider range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.

Highly accomplished teacher librarians communicate with a wide range of students beyond the classroom. They facilitate collegiate professional learning, and demonstrate innovative, alternative communication strategies at levels appropriate to student and staff needs and abilities.

Examples of evidence include:

- collaborative teaching and learning programs that include various means of delivering information, including printed text, e-books, Internet, audio books, sound recordings and podcasts
- planning documents, incorporating verbal and non-verbal communication strategies to support students, that are shared with colleagues
- observations of the teacher librarian modelling a wide range of verbal and non-verbal communication strategies

3.6   Evaluate and improve teaching programs

Highly accomplished teachers work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.

Highly accomplished teacher librarians review data to improve practice and learning and teaching programs, and to organise resources for access by the whole community. They employ best practice information management and benchmarks in collaboration with colleagues.

Examples of evidence include:

- collaborative reviewing of programming and planning with teachers to specifically address assessment data, student feedback and curriculum coverage, incorporating reviewed material into planning for the next time the topic is taught
- evidence-based practice with colleagues to review teaching and learning programs in the library
- observation or minutes from a collaborative meeting where the teacher librarian works with teachers to modify current teaching and learning programs based on student feedback and knowledge of curriculum
- testimonial from a colleague attesting to the teacher librarian sharing with colleagues approaches to annotating and amending programs in response to student feedback and assessment data

Standard 3: Plan for and implement effective teaching and learning

3.7 Engage parents/carers in the educative process

Highly accomplished teachers work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be in involved in their children's learning.

Highly accomplished teacher librarians actively engage in a variety of communication opportunities with parents/carers. They work with colleagues to provide appropriate opportunities that are relevant to, and inclusive of, parents/carers in their school community.

Examples of evidence include:

- promotion of library programs and services for parents/carers through newsletter, blogs, wikis or information sessions held on site as appropriate to the school, year level or individual student
- provision of support to parents/carers for safe Internet use in the home
- access for parents/carers to school resources from home
- involvement of parents/carers in learning activities in the library; for example, literature circles

Standard 4: Create and maintain supportive and safe learning environments

4.1 Support student participation

Highly accomplished teachers model effective practice and support colleagues to implement inclusive strategies that engage and support all students.

Highly accomplished teacher librarians provide equitable access to professionally selected resources relevant to the community they serve. They model strategies that connect with the learners' skills and interests, and engage and challenge learners within supportive information-rich environments.

Examples of evidence include:

- a library customer service policy that has been developed collaboratively by library staff, customer service training that library staff have undertaken in order to create a library environment that is supportive and inclusive
- articles written for school newsletter/yearbook or professional association journal showing how the teacher librarian models effective practice and supports colleagues to implement inclusive strategies that engage and support all students
- assistance to colleagues to plan teaching and learning experiences that engage and support all students
- a library collection developed to accommodate students' linguistic, cultural, religious and socioeconomic backgrounds
- communications with students, colleagues, and/or caregivers that demonstrate a positive understanding of their linguistic, cultural, religious and socioeconomic backgrounds
- participation in planning for, and the development of, an environment that engages and supports the learning of all students
- lesson observations of the teacher librarian modelling effective classroom practice implementing inclusive strategies that engage and support all students
- the provision of equitable access to professionally selected resources to support teaching and learning; for example, audio books
- assistance to individual learners to develop independence in their learning through modelling inclusive strategies and assisting other teachers to develop their own set of such strategies

4.2 Manage classroom activities

Highly accomplished teachers model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.

Highly accomplished teacher librarians source and disseminate research and resources that demonstrate exemplary strategies and support their colleagues in the selection of such strategies to create positive and productive learning environments. They model the negotiated establishment and management of effective strategies in the school library when working with student groups.

Standard 4: Create and maintain supportive and safe learning environments

Examples of evidence include:

- examples of modelling, to teachers and students, the sharing of knowledge, and the ways in which this can be achieved
- promotion of the library as an environment where learners are encouraged and empowered to read, view, listen and respond for understanding and enjoyment
- sharing of resources that are appropriate and well maintained and promote student engagement
- collaborative lessons to demonstrate how the teacher librarian ensures student engagement
- modelling of library/classroom routines endorsed by the school
- sharing classroom management strategies with colleagues

4.3   Manage challenging behaviour

Highly accomplished teachers develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

Highly accomplished teacher librarians are skilled teaching practitioners and are responsible for behaviour management in their workplace. They have in-depth knowledge of a wide range of behaviour management strategies and they are able to model, develop and share this knowledge with colleagues.

Examples of evidence include:

- a wide range of teaching strategies to manage student behaviour, especially in the library space
- collaboration and consultation with colleagues, including specialist staff, to develop a range of strategies to manage challenging students, providing minutes of meetings
- contribution to whole school behaviour management program
- utilisation of expert knowledge and workplace experience to develop a staff professional reading collection that includes a range of material on behaviour management strategies

4.4   Maintain student safety

Highly accomplished teachers initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety.

Highly accomplished teacher librarians are aware of relevant current school curriculum and legislative requirements and implement these documents in library management and teaching practice. The teacher librarian has an important role in ensuring student well-being and safety. This specifically includes leadership in online safety.

Standard 4: Create and maintain supportive and safe learning environments

Examples of evidence include:

- library policies and procedures that incorporate the school's mission, curriculum and legislative requirements
- library policies that relate to student online and physical safety
- physical and virtual library environments that meet occupational health and safety requirements
- physical environment that is designed to promote student well-being and safety
- awareness and promotion of safe practices by students
- involvement in the development of programs to enhance student well-being; for example, their pastoral care or welfare
- contribution to the development of policies, procedures and practices to ensure a safe working environment
- contribution to the maintenance of a teaching and learning environment that meets safety requirement

4.5   Use ICT safely, responsibly and ethically

Highly accomplished teachers model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Highly accomplished teacher librarians promote and demonstrate safe, responsible and ethical use of ICT. They play an important role in the implementation of safe, responsible and ethical use of ICT across the whole school. Providing support to colleagues by modelling, demonstrating, mentoring or working co-operatively to develop and implement appropriate ICT learning and teaching programs is an important part of this role.

Examples of evidence include:

- promotion of the safe use of Internet
- implementation of safe, responsible and ethical practices in relation to ICT during collaborative planning and teaching
- support of copyright legislation and the teaching of ethical and legal use of information
- development, implementation and promotion of digital citizenship across the whole school
- support provided to colleagues to work collaboratively to incorporate strategies that promote the safe, responsible and ethical use of ICT in teaching and learning
- planning and implementation of lessons in which students demonstrate an awareness of ethical use of ICT and the Internet, addressing such issues as plagiarism

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

5.1   Assess student learning

Highly accomplished teachers 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.

Highly accomplished teacher librarians play a key role in the development and implementation of appropriate assessment tools across the school. They have particular responsibility for specific areas of expertise; such as inquiry learning and digital literacy, and employ a wide range of methods of formal/informal and formative/ summative assessment. They identify digital information literacy issues across the curriculum and take responsibility for a coordinated, whole school approach to assessing those outcomes, using a wide range of assessment strategies.

Examples of evidence include:

- employment of a range of diagnostic tools, especially in the area of information literacy; for example, work samples with feedback, rubrics, checklists in collaborative teaching and learning programs
- feedback on students, and sharing collated feedback with teachers
- testimonial or observation of the teacher librarian working with colleagues to share, implement and support them in a range of assessment strategies
- work samples, with annotated teacher librarian feedback, to assist colleagues
- testimonial or observation attesting to the provision of tools or templates; for example, mind maps for colleagues to use in assessment tasks
- testimonial or observation attesting to the teacher librarian's role in the development of effective assessment resources across the school in the area of information literacy
- testimonial or observation attesting to the teacher librarian's role in tracking and monitoring assessment strategies across the school in the area of information literacy

5.2   Provide feedback to students on their learning

Highly accomplished teachers 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.

Highly accomplished teacher librarians work with fellow teachers to select strategies appropriate to research tasks and assist in evaluating students' search and citation skills in collaborative activities involving library staff. They apply appropriate strategies for intervention when working with students on both information literacy and literature, and liaise with class and subject teachers to provide feedback on student progress. They demonstrate a range of assessment tools to teachers and students, including self-assessment, survey, video and audio techniques designed to improve the progress of student learning.

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

Examples of evidence include:

- work samples to demonstrate evidence of working within the inquiry process
- evidence of targeted feedback, such as in student journals and on student drafts
- utilisation of surveys to inform teaching practice
- provision of feedback at a variety of stages in the inquiry process
- feedback gained from students; for example, the differentiated curriculum, the feedback loop
- demonstration of how opportunities for students' self-assessment are incorporated as ongoing reflective practice

5.3   Make consistent and comparable judgements

Highly accomplished teachers organise assessment moderation activities that support consistent and comparable judgements of student learning.

Highly accomplished teacher librarians play a key role in the development and implementation of appropriate moderation activities across the school. They have particular responsibility for areas of expertise, such as inquiry learning and digital literacy, and they work for consistent and comparable judgements of learning across learning areas and levels. They identify moderation issues across year levels and curriculum areas and take responsibility for a coordinated, whole school approach to consistent and comparable assessment in areas such as digital literacy and inquiry

Examples of evidence include:

- participation in developing assessment strategies that match teaching and learning outcomes
- involvement in the marking of assessment documents across classes, activities, year levels
- involvement in marking of assessment moderation activities with teachers; for example, in literacy
- involvement in the planning and implementing of assessment tasks that support consistent and comparable judgements of student learning

5.4   Interpret student data

Highly accomplished teachers work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

Highly accomplished teacher librarians assist in the interpretation of student data relevant to their school communities. They work to assist colleagues with comprehensive interpretations of data from all students' assessments.

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

Examples of evidence include:

- use of data from assessments to evaluate, identify and modify collaborative teaching and learning programs
- participation in school committees that are analysing external school assessments to consider the relevance for a library context; for example, NAPLAN results

5.5   Report on student achievement

Highly accomplished teachers work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.

Highly accomplished teacher librarians work with classroom and subject teachers to collect rich, personalised and accurate evidence of student achievement and report this in forms that facilitate effective communication with students and parents/carers. They contribute to whole school assessment policies and processes, and assist teachers to devise innovative and authentic strategies for immediate or ongoing feedback and reporting, particularly using digital tools.

Examples of evidence include:

- involvement in preparing and sharing with other teachers relevant report comments that reflect student learning in the library
- contribution to the development of strategies for communicating with parents/carers about their child's learning
- contribution to comments on student e-portfolios
- accurate and timely reporting on student achievement that is shared with other teachers
- cooperation with colleagues to ensure that reports make use of accurate and reliable data

Standard 6: Engage in professional learning

6.1 Identify and plan professional learning needs

Highly accomplished teachers analyse the Australian Professional Standards for Teachers to plan personal professional development goals and pre-service teachers to improve classroom practice.

Highly accomplished teacher librarians create and foster library-related professional development opportunities for themselves and for staff. They empower others in the school community to become lifelong learners through professional development.

Examples of evidence include:

- mentoring of other teaching staff to identify and achieve personal development goals, particularly those staff seeking accreditation
- development and maintenance of a log of professional reading
- presentation to colleagues at local, national and international levels
- utilisation of the *Australian Professional Standards for Teachers* to assist other staff to develop goals for professional development; for example, at staff meetings, in mentoring situations

6.2 Engage in professional learning and improve practice

Highly accomplished teachers 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.

Highly accomplished teacher librarians regularly participate in professional learning activities not only related to school library matters but also to learning and teaching, leadership and student well-being. They are members of committees such as those for leadership, learning and teaching. They also deliver and facilitate professional learning activities to promote the learning and teaching role of the school library.

Examples of evidence include:

- academic transcripts or testamurs showing formal study or training undertaken to improve practice
- participation in the mentoring of Graduate teachers in the workplace
- mentoring of pre-service teachers during their placements
- leading professional learning for staff to improve practice
- presentation of research findings to other staff for professional development
- participation in further higher study; for example, a Master's degree
- engagement in action research planning, implementation or reporting to improve practice
- sharing of appropriate professional reading with colleagues

Standard 6: Engage in professional learning

6.3   Engage with colleagues and improve practice

Highly accomplished teachers 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.

Highly accomplished teacher librarians engage in debate on professional issues within the school community. Collaboratively, they build and foster professional learning teams within school and professional communities.

Examples of evidence include:

- active participation in online forums that evaluate professional practice; for example, blogs, wikis, e-lists
- organisation of professional development events for colleagues that are focussed on improving practice
- leading professional reading groups
- leading of the library staff team to evaluate professional practice, with the aim of improving educational outcomes of students
- participation in professional associations; for example, as a committee member, subscriber, conference attendee, presenter, volunteer

6.4   Apply professional learning and improve student learning

Highly accomplished teachers engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.

Highly accomplished teacher librarians create and foster library-related professional development opportunities for staff. They work with the school community, including school leadership, to develop, promote and evaluate professional development that supports and improves learning in inquiry learning and digital literacy or further student outcomes.

Examples of evidence include:

- facilitation of sessions for the whole staff based on ideas gained from effective professional learning activities, particularly in areas of information literacy, guided inquiry, literature, ICT and literacy
- assistance of colleagues to plan professional development to meet their students' needs
- organisation and evaluation of professional development activities that address the learning needs of students
- mentoring of colleagues to maintain existing levels of accreditation

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

7.1 Meet professional ethics and responsibilities

Highly accomplished teachers maintain high ethical standards and support colleagues to interpret code of ethics and exercise sound judgements in all school and community contexts.

Highly accomplished teacher librarians model ethical provision of materials, making information available to teaching colleagues and guiding students in referencing their work for research tasks. They lead professional learning information sessions, and provide access to appropriate resources and guidance enabling safe Internet use for teachers, parents/carers and students.

Examples of evidence include:

- engagement in copyright and intellectual property information sessions
- attendance of workshops to stay informed of latest issues, and sharing with staff
- cooperative teaching and learning programs that incorporate ethical use of information
- establishment of a scope and sequence document, and its implementation, in relation to online safety
- the compilation and provision of appropriate resources to support online safety and ethical use of information, either print or online
- assistance provided to colleagues to interpret the code of ethics and high ethical standards
- notes or other communications that show permission has been sought from students and/or colleagues to use their intellectual property

7.2 Comply with legislative, administrative and organisational requirements

Highly accomplished teachers support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

Highly accomplished teacher librarians review learning resources for relevance to learning and teaching programs and organise resources for access by the whole community. They employ best practice in information management and benchmarks. They collaboratively support colleagues to develop understanding of legislative, administrative and organisational requirements, policies and processes.

Examples of evidence include:

- provision of virtual access to appropriate information on legislative, administrative and organisational requirements through such channels as intranet, blog or website
- collaborative planning with staff to meet legislative, administrative and organisational requirements; for example, Internet safety, child protection guidelines
- collaborative planning with library staff to review current policies and practices, including those related to resources, facilities, programs and services
- participation in, school-wide policy teams
- contribution to professional journals; for example, *Access*

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

7.3   Engage with the parents/carers

Highly accomplished teachers demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.

Highly accomplished teacher librarians actively engage in a variety of communication opportunities with parents/carers. They deliver a range of formats and service which communicate responsively to parents and carers in their school community.

Examples of evidence include:

- professional communication with parents/carers and the school community that demonstrates appropriate communication in written, verbal and electronic form
- engagement of parents/carers in their children's learning; for example, invitation to the school community to participate in library activities, providing appropriate book lists, organising guest speakers
- planning and leading parents'/carers' workshops; for example, Internet safety, research skills, helping their children to read
- attendance at, and contributions to, school community meetings
- facilitation of the participation of parents/carers at school events

7.4   Engage with professional teaching networks and broader communities

Highly accomplished teachers contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.

Highly accomplished teacher librarians build, maintain and actively contribute to their organisation. They actively identify and promote networks and community-based resources that support the lifelong learning needs of their community.

Examples of evidence include:

- demonstration of active membership of a relevant teacher librarian network, whether local, national or international
- contribution to professional publications such as journals, online discussion groups, blogs, wikis and microblogging
- participation in, and contribution to the wider community; for example, through school library associations, or Children's Book Council
- maintenance of links to other teacher librarian networks