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Description automatically generatedReferee Verification Form - Highly Accomplished Teacher (HAT)

STEP 1: Referee declaration and contact details

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| **Applicant’s name:** |  | **TRB number:** |  |
| **Applicant’s school:** |  | | |
| **Referee’s name:** |  | | |
| **Referee’s position:** |  | | |
| **Referee’s school:** |  | | |
| **Referee’s email:** |  | | |
| **Referee’s phone number:** |  | | |
| **Is the referee the applicant’s current supervisor?** |  | | |

Referee declaration:

I attest that the direct evidence provided in the applicant’s Assessment Stage 1 – Submission of evidence is a true and accurate representation of their practice. I affirm that I have viewed the applicant’s direct evidence and confirm that I have direct knowledge of the applicant’s practice. Should I be contacted by an Assessor I understand that my verbal comments will be documented and that they may be made available to the applicant upon written request to the Certifying Authority.

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| **Referee’s signature:** |  |
| **Date signed:** |  |

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Description automatically generatedSTEP 2: Referee to mark the check boxes  in the table below to identify the descriptors being verified

***Note:*** *Referees are required to view all the evidence for the marked descriptors being submitted by the applicant at Assessment Stage 1.*

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| **Standard 1:**  **Know the students and how they learn** | **Standard 2:**  **Know the content and how to teach it** | **Standard 3:**  **Plan for and implement effective teaching and learning** | **Standard 4:**  **Create and maintain supportive and safe learning environments** | **Standard 5:**  **Assess, provide feedback and report on student learning** | **Standard 6:**  **Engage in professional learning** | **Standard 7:**  **Engage professionally with colleagues, parents/carers and the community** |
| 1.1 Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. | 2.1 Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs. | 3.1 Develop a culture of high expectations for all students by modelling and setting challenging learning goals. | 4.1 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. | 5.1 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. | 6.1 Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre- service teachers to improve classroom practice. | 7.1 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. |
| 1.2 Expand understanding of how students learn using research and workplace knowledge. | 2.2 Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. | 3.2 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students. | 4.2 Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities | 5.2 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. | 6.2 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. | 7.2 Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. |
| 1.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | 2.3 Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements. | 3.3 Support colleagues to select and apply effective  teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | 4.3 Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. | 5.3 Organise assessment moderation activities that support consistent and comparable judgements of student learning. | 6.3 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. | 7.3 Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing. |
| 1.4 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. | 2.4 Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | 3.4 Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. | 4.4 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety. | 5.4 Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice. | 6.4 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. | 7.4 Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning. |
| 1.5 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. | 2.5 Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement. | 3.5 Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement. | 4.5 Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. | 5.5 Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement. |
| 1.6 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. | 2.6 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. | 3.6 Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices. |  | |

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Description automatically generatedSTEP 3: Referee to verify direct evidence and provide evaluative comments of the applicant’s practice against the descriptors

***Note:*** *If you have provided an observation report for an applicant that has been submitted as part of their Stage 1 Portfolio of Evidence please refer to that observation as part of your evaluative comments. Assessors will discuss with referees the applicant’s practice against the relevant Standards which will be documented and retained as part of the assessment process.*

*If you require additional space to complete these evaluative comments, please expand this text box.*