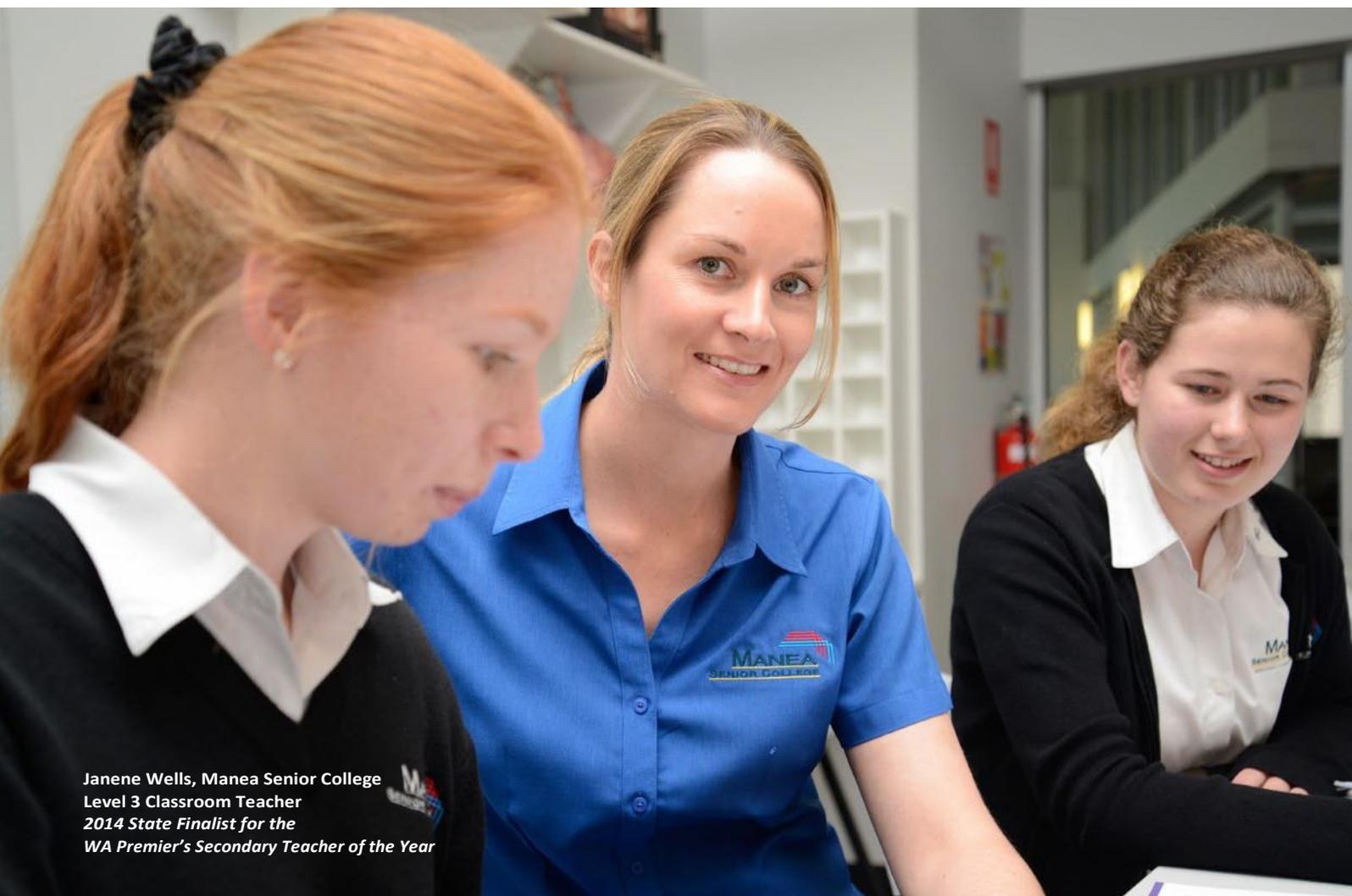




Department of
Education

Public education
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2018



Janene Wells, Manea Senior College
Level 3 Classroom Teacher
2014 State Finalist for the
WA Premier's Secondary Teacher of the Year

YOUR GUIDE TO BECOMING A LEVEL 3 CLASSROOM TEACHER



FROM THE DIRECTOR GENERAL

Leadership in our schools is vital to the success of our students' education. Our exemplary teachers play important lead roles in facilitating this success. As well as delivering high quality lessons to their students, they are successful leaders who contribute to the advancement of their schools.

We value exemplary teachers and are committed to supporting them to stay in classrooms, as well as providing opportunities for them to pursue other professional goals.

If you are an exemplary teacher in the Department, you can become a Level 3 Classroom Teacher and be rewarded and recognised for your outstanding teaching practices. You will join a select group of teachers who are highly valued by their colleagues and the educational community.

Becoming a Level 3 Classroom Teacher enables you to progress your career while you remain in the classroom. In addition to teaching, you can share your skills and experience to mentor, motivate and support other teachers, contribute to improvements in student learning in your school or across other schools, and influence the development of your school community.

This guide provides you with information on how to become a Level 3 Classroom Teacher. If you are an exceptional teacher who leads and inspires your colleagues, I encourage you to apply for Level 3 Classroom Teacher status. You will find it a rewarding advancement in your career as a teacher.

Sharyn O'Neill
Director General

INTRODUCTION

Level 3 Classroom Teachers are exemplary teachers recognised and rewarded for their exceptional teaching practices. They play an important part in the provision of quality teaching and leadership in schools.

Level 3 Classroom Teachers are highly skilled in:

- meeting the learning needs of their students
- developing and implementing student assessment and reporting strategies
- reflecting on and improving their teaching practice
- developing and delivering professional learning for colleagues
- providing leadership in their school community.

They are experienced, innovative teachers able to role model highly effective practice for their colleagues and mentor pre-service teachers and graduates. This ability means they are a significant asset for their school and highly valued, providing leadership within the school community.

Level 3 Classroom Teachers also exert influence beyond their classrooms by playing an important leadership role in the school community. They assist other teachers to improve classroom practice and enhance student learning.

As successful leaders, they:

- develop, implement and evaluate curriculum policy and programs
- effectively manage change to facilitate new initiatives
- promote consultation and collaboration among school staff
- foster and support productive teams
- build partnerships with teachers and the community.

The opportunity to become a Level 3 Classroom Teacher was initiated in 1997 as part of a new career structure for classroom teachers. This new level was negotiated in the *Government School Teachers' Enterprise Agreement (1996)* between the Australian Education Union (WA Branch) and Department of Education.

Dianne Walton

Primary teacher, Yealering Primary School

“As a Level 3 Classroom Teacher in a small country school my role is varied. Sometimes it’s a matter of supporting other teachers and sharing my knowledge and experiences with them. This may involve helping them with curriculum and giving them ideas for activities with their class.

At other times I develop curriculum across the whole school, such as the literacy and numeracy whole school plan which I worked on recently. The advantage of being a Level 3 Classroom Teacher is that I also have the opportunity to link our school with enterprising community projects. This is very satisfying as we have done several projects now that have helped our small community.”

Mike Gowland

Approved Specialist Program music coordinator, South Fremantle Senior High School

“Achieving my Level 3 Classroom Teacher status felt like genuine recognition of the hard work and commitment I put into my teaching and the relationships I have built up both within and outside the school. It has allowed me to remain in the classroom and focus on my passion for teaching my subject.”

BENEFITS OF BEING A LEVEL 3 CLASSROOM TEACHER

Formal recognition of your expertise and dedication

You may already be a mentor and leader at your school, having taken on these roles in an informal capacity. Attaining Level 3 Classroom Teacher status enables you to be recognised formally by your peers, school and the Department for the work you are doing.

Staying in the classroom while advancing your career

You do not need to go into administration to advance your career. You can continue to teach as a Level 3 Classroom Teacher whilst being formally recognised and rewarded for your work in undertaking additional responsibilities, such as mentoring pre-service teachers and graduates.

Sharing your experience and skills

As an expert teacher, you will have the opportunity to share your experience and skills with new teachers and colleagues. Level 3 Classroom Teacher status recognises you have a wealth of knowledge about teaching, student learning, professional development and team building.

Taking a leadership role

You can become a recognised leader in your school. You will be able to work on initiatives that assist your colleagues, improve teaching practices and professional development, and create partnerships with the community.

Flexible role

You have the opportunity to negotiate what roles you would like to undertake with your principal/line manager, as outlined in *the School Education Act Employee's (Teachers and Administrators) General Agreement 2014*. This enables you to develop roles which build on your strengths and interests and support school initiatives and system imperatives.

Salary increase

You receive a substantial increase in salary when you become a Level 3 Classroom Teacher. The salary rates effective from December 2016 are:

Level 3.1 \$ 111,287

Level 3.2 \$ 114,626.

After a year at Level 3.1, you automatically progress to Level 3.2.

A new *School Education Act Employees' (Teachers and Administrators) General Agreement* is currently being negotiated. New Level 3 Classroom Teacher salary rates will be available on publication of the Agreement.

HOW TO BECOME A LEVEL 3 CLASSROOM TEACHER

The Level 3 Classroom Teacher application process has two stages:

- **Stage One** – submitting a written portfolio, which includes supporting evidence and referee statements
- **Stage Two** – facilitating and participating in reflective practice sessions with peers.

Applicants are assessed against five competencies that align with Phase 3 of the *Competency Framework for Teachers*. It is a rigorous process designed to ensure the most skillful and accomplished teachers achieve this status. Success is not guaranteed for all applicants.

There is no limit on the number of people who can become a Level 3 Classroom Teacher.

Eligibility

To be eligible to apply you **must**:

- be an Australian or New Zealand citizen or have a permanent residency visa
- have full registration with the Teacher Registration Board of Western Australia
- be employed by the Department of Education
- be employed for a minimum of 0.4 FTE (four days a fortnight).

You do not have to be a senior teacher before applying. You may also apply if you are acting in a promotional position (e.g. deputy principal or head of learning area).

Level 3 Classroom Teacher competencies

To become a Level 3 Classroom Teacher, you need to demonstrate you meet the following competencies:

- 1) Use innovative and/or exemplary teaching strategies and techniques in order to more effectively meet the learning needs of individual students, groups and/or classes of students.
- 2) Employ consistent, exemplary practice in developing and implementing student assessment and reporting processes.
- 3) Engage in a variety of self-development activities, including a consistently high level of critical reflection on one's own teaching practice and teacher leadership, to sustain a high level of ongoing professional growth.
- 4) Enhance teachers' professional knowledge and skills through employing effective development strategies.
- 5) Provide high-level leadership in the school community through assuming a key role in school development processes, including curriculum planning and management and school policy formulation.

TIP: It is essential to discuss with your principal or line manager that you are interested in applying for Level 3 Classroom Teacher. They may be able to help you determine your readiness to apply and provide advice about what you may need to do to meet all of the competencies.

Assessment

An Assessment rubric is used to assess each competency (see Appendix A). Each competency is divided into four or five indicators. It is essential you address all indicators within each competency. You need to achieve ratings of 3 or 4 for each indicator, with a mean average score of at least 3.2 for each competency at both Stages One and Two.

Your application will be assessed by two trained assessors who engage in consensus moderation. They may be Level 3 Classroom Teachers or school leaders. If they cannot reach an agreement, a third assessor will assist with the assessment in Stage One.

You will receive written feedback at both stages of the assessment process, which will be provided against the assessment rubric. Comments provided by assessors are intended as constructive feedback and are a guide only.

You will receive an email to your Department of Education email to advise if you have been successful or not at each stage of the assessment process.

Review

If you are unsuccessful and can provide evidence assessment procedures have been breached, you can contact the Level 3 Classroom Teacher Program Manager to discuss your concerns.

If you are still not satisfied, you may request a review of your case. Your request for review needs to focus on the procedures of the assessment and be submitted in writing within 10 days of the letter advising you of the assessment outcome.

The review panel will comprise representatives of the Department, the State School Teachers' Union of Western Australia and Level 3 Classroom Teacher Association. They will consider review submissions from either stage of the assessment. You will be advised in writing of the panel's decision.

Jennifer O'Connor

Primary teacher, Shelley Primary School

"I became a Level 3 Classroom Teacher in 2008. The application process was very challenging but also very rewarding. Developing a portfolio and participating in the reflective sessions made me realise how much I have achieved over the years and gave me a new perspective on my teaching. It has renewed my confidence and motivation.

I am really glad that I took the time to apply because now I have the opportunity to continue working on projects that will make a real difference in our school. I can reach beyond my classroom and develop literacy initiatives that improve the quality of teaching and learning of our students.

For teachers interested in applying, I would highly recommend attending information sessions about how to apply. They are very informative and give you a realistic view of what is required to be successful in your application."

Deb Cavanagh

Education support teacher, North East Language Development Centre

The Level 3 process is a journey of commitment, reflection, personal reward and re-invigoration. It is challenging but it allowed me time to deeply reflect on my achievements and the contributions I have made to education, in and beyond my classroom.

The Level 3 teacher role re-invigorated my passion for education to build best practice and the best learning outcomes for the students throughout my school. It has also given me a new sense of confidence after receiving external validation on my teaching.

HOW TO APPLY

STAGE ONE - WRITTEN APPLICATION

LODGEMENT OF PORTFOLIOS FOR STAGE ONE CLOSE AT 5.00PM ON FRIDAY 18 MAY 2018. LATE APPLICATIONS WILL NOT BE ACCEPTED

Introduction

Stage One is a written portfolio where you provide statements and evidence to illustrate your ability to meet the competencies required to be a Level 3 Classroom Teacher. You are required to write and prepare your own portfolio.

Your application must include:

- an application form
- an introductory statement
- written statements and evidence
- referees' verification of your written statements
- your current line manager as primary referee, or if you are in a new school, your previous line manager.

Your written portfolio should be submitted in a single A4 sized two-ring file.

Application form

On the application form (Appendix C) you need to include personal details and information about your teaching background.

You also need your principal to sign the acknowledgement section to indicate they are aware of your application.

Introductory statement

The introductory statement enables you to provide an overview of your professional teaching context and sets the background for your teaching portfolio. It should include your:

- current or recent teaching responsibilities
- philosophy, pedagogy, practices, approaches and attitudes to professional practice
- major strengths as a teacher.

The introductory statement must be no more than two A4 pages (**11 point arial font**).

Written statements

The written statements enable you to explain in detail how you meet each of the competencies. Your statements should address all indicators for each of the five competencies, as you will be assessed against all of them. The competencies and indicators are listed in the assessment rubric (Appendix A) for your reference.

It is important to refer to the evidence included in your portfolio as this supports your written statements. You may also cross reference statements.

If you job share or teach in collaboration, your evidence needs to clearly describe your specific role/s and individual contribution.

The written statement for each competency must be no more than two A4 pages (**11 point arial font**) and include your name and Department ID number on each page.

Evidence

Providing evidence allows you to verify and support the claims you have made in the written statements. You can include evidence such as students' work, a letter of support from a colleague, extracts from your professional learning journal or copies of recording instruments. See Appendix B for a list of examples.

You can also submit evidence in multimedia format such as an unedited video or audio recording (up to 10 minutes duration for the entire portfolio). If you submit any multimedia, it should be in a format that is readable in Department of Education supported software.

The evidence you provide cannot include any names of students, parents or others without written permission.

Your evidence for each competency needs to be placed immediately after the related written statement in the file. If you include a piece of evidence for more than one competency, place it in the file after the first relevant written statement and make reference to its location in any subsequent written statements. Please include your name and ID number on each page.

The number of pages of evidence for each competency may vary. The total number of pages of evidence in your portfolio **cannot exceed 15 (A4) pages**. Written material needs to be legible, able to be read without the use of a device other than glasses normally worn by the assessor, and not presented in layers. **It is essential that all evidence and written statements reflect your individual contribution.**

Referee verification

Referees verify your written statements and evidence. You need to provide a referee able to verify your statements and evidence for each competency.

Individual referees can verify one or more competencies. One of them must be your current line manager. If you are in a new school, your previous line manager's details should also be provided. Referees should be familiar with your work, the competencies and your written portfolio. Up to five referees can provide verification statements.

You need to ensure each referee signs their referee statement form (see Appendix D). The assessors will contact your line manager (or previous line manager) to seek further information about your portfolio. They may also contact other referees for specific competencies.

Referees will also need to be informed that they may be contacted for a referee check, including during the Term 2 school vacation break. It is important that they are available for comment on your application. Your referees will require a copy of your written application so they are familiar with your work.

Where to send your application

Send or deliver your written portfolio marked 'Private and Confidential' to:
Level 3 Classroom Teacher Program Manager
Workforce Policy and Coordination
Department of Education
Ground Floor, 151 Royal Street
EAST PERTH WA 6004

Lodgement of portfolios for Stage One closes at 5.00pm on Friday 18 May 2018. Late applications will not be accepted.

Return of portfolio

Portfolios will be available for collection at the completion of Stage One. Country applicants may request their portfolio be returned by mail by contacting the Level 3 Classroom Teacher Program Manager.

STAGE TWO – REFLECTIVE PRACTICE SESSIONS

STAGE TWO REFLECTIVE PRACTICE SESSIONS WILL TAKE PLACE DURING TERM 3 SCHOOL VACATION IN THE WEEK COMMENCING 25 SEPTEMBER 2018

Introduction

Stage Two requires you to prepare and lead a 45 minute reflective practice session in a school environment context and participate in the sessions of three or four other applicants. A reflective practice session includes an oral presentation and facilitated discussion.

The reflective practice session enables you to demonstrate how you:

- facilitate collegiate discussion around pedagogy which enhances the professional knowledge and practice of others
- engage colleagues in collaborative conversation and reflection
- critically reflect on your own practice
- facilitate effective professional development strategies used with peers throughout the reflective practice.

During your reflective practice session, you need to address competencies **3 and 4**, as well as **either** competency **1, 2 or 5**.

Oral presentation

In your oral presentation, it is suggested that you:

- provide an outline of a scenario/issue from your work experience
- indicate what action you took and provide the rationale or justification for your action
- reflect on the effectiveness of your action and any modifications you made;
- identify any challenges you faced
- raise educational and research issues.

Facilitated discussion

You need to facilitate a discussion with your group members. This may be before, part of or following the oral presentation. In facilitating the discussion, it is suggested that you:

- actively share your professional knowledge and skills
- encourage group members to reflect on your presentation through discussion
- actively reflect on their comments and respond positively
- provide opportunities for group members to ask questions and to reflect on their own situations
- conclude the session with a summary of the discussion and reflections on new directions you may investigate.

Participating in others' sessions

You need to participate in other group members' sessions. Your participation contributes to your assessment. Your comments should provide the presenter, and other group members, with ideas and suggestions for addressing the scenario/issue. When participating, it is suggested that you:

- display active listening skills
- reflect on the actions taken by the presenter
- identify strategies to address the scenario/issue
- participate in the facilitated discussion.

Presentation aids

You can use presentation aids to support your reflective practice session. A whiteboard will be available. Interactive whiteboards will not be available. The use of phones or recording devices is not permitted during the reflective practice. Phones are to be turned off for the duration of the reflective practice session. You can bring:

- your own data projector and/or laptop computer
- personal notes/palm cards
- evidence from the workplace (eg student work, DVD of teaching, reports)
- handouts that may be provided to group members and assessors. They are viewed as presentation aids, are not assessed as additional evidence related to your reflective practice and must be collected by you at the end of your presentation.

A request for specific equipment/requirements by applicants with a disability/medical condition must be submitted to the Level 3 Classroom Teacher Program Manager at least one week prior to the reflective practice session. Requests made on the day will not be accommodated.

You will be given 10 minutes immediately before your reflective practice session to organise the room and equipment and five minutes immediately after the session to pack up.

Where

The program manager will advise you where the session will be held.

When

Sessions take place during school vacation from **25-28 September 2018**. You need to be available to attend one day of sessions during this period to complete Stage Two. The program manager will advise you when your session will be held.

If there are extenuating circumstances that restrict you from attending the session, you must contact the program manager prior to the reflective practice session in order to have your case considered. Extenuating circumstances relate to medical, emergency or unexpected situations. If you do not attend, you will be deemed unsuccessful at Stage Two and your written portfolio will be banked.

For more information and assistance contact:

Level 3 Classroom Teacher Program Manager
T: 9264 5568 E: l3ct@education.wa.edu.au

BANKING YOUR PORTFOLIO OR COMPETENCIES

If you succeed at Stage One, but are not successful at Stage Two, you can 'bank' your portfolio of evidence. You have the opportunity to participate again in Stage Two in the following two years.

If you are not successful in Stage One, but demonstrate three or four of the five competencies, you can 'bank' these competencies. This enables you to include them in a future application. You can 'bank' them for up to three years.

Banked portfolios

If you are an applicant with a banked portfolio from 2016 or 2017, you must submit an application form (Appendix C) by the closing date, **5.00pm Friday 18 May 2018**, if you intend to participate in Stage Two in 2018. You will need to include the acknowledgement of your application by your current principal.

Banked competencies

If you are an applicant with banked competencies for Stage One from 2015, 2016 and 2017, and intend to re-apply, you must submit your whole portfolio of evidence, including your banked competencies from previous application/s, by the closing date of **5.00pm Friday 18 May 2018**. Only those competencies previously unsuccessful need to be revised or rewritten.

You need to submit a new application form (Appendix C), portfolio of evidence and referee verification for each revised competency. Your current line manager must be one of your referees for this submission. You will need to include the acknowledgement of your application by your current principal. The total number of pages in your entire portfolio cannot exceed **27 (A4) pages**. This includes **two** pages for the Introductory Statement, **10** pages for the written statements and **15** pages of evidence.

For further information or to discuss your options contact:

Level 3 Classroom Teacher Program Manager
Tel: 9264 5568
Email: l3ct@education.wa.edu.au

YOUR NEW ROLE

Transition to Level 3 Classroom Teacher

If your application is successful, you will be able to start your new role and receive a salary increase at the beginning of the 2019 school year.

If you do not have a permanent teaching position when you attain Level 3 Classroom Teacher status, you can visit the job board at <http://jobs.wa.gov.au/> for a list of current vacancies. You may also wish to apply to the fixed-term teacher pool. As a Teacher with Level 3 Classroom Teacher status, you will be highly competitive for positions.

Determining your role in the school

Your role is determined in negotiation with your principal or line manager in accordance with provisions in the *School Education Act Employees' (Teachers and Administrators) General Agreement 2014*. The role should:

- respond to specific, local and regional educational needs
- enable you to apply the Level 3 Classroom Teacher competencies
- reflect your professional knowledge and expertise
- be significant and visible beyond your classroom
- not interfere with your primary role of expert classroom teaching.

Your role may not change greatly if you were already informally undertaking activities consistent with Level 3 Classroom Teacher responsibilities.

You and/or your principal may review the role, as required.

Your role should be documented and communicated to the wider school community.

Your role should include one or more of the following:

- supervision of student teachers
- mentoring teachers in your school and/or across a cluster of neighbouring schools
- curriculum leadership
- providing work-shadowing opportunities for graduates and other teachers who may wish to witness your teaching in-situ
- sister school arrangements with schools that have no Level 3 Classroom Teacher in rural and remote locations.

If you require further information in determining your role you can seek advice from:

- other Level 3 Classroom Teachers
- the Level 3 Classroom Teacher Program Manager
- the Level 3 Classroom Teacher Association.

If you and your principal/line manager cannot agree on your role, you should contact your regional executive director.

APPENDIX A

COMPETENCY 1

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

Assessment rubric

You must score at least of 3 or 4 for each of the indicators, and at least one indicator must have a score of 4. The shaded areas explain what is expected of you for each indicator.

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

TIP: When addressing all the competencies aim to provide statements and evidence that meet the expectations for a score of 4.

COMPETENCY 2

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

Assessment rubric

You must score at least of 3 or 4 for each of the indicators, and at least one indicator must have a score of 4. The shaded areas explain what is expected of you for each indicator.

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

COMPETENCY 3

Engage in a variety of self-development activities, including a consistently high level of critical reflection on one's own teaching practice and teacher leadership, to sustain a high level of ongoing professional growth.

Assessment rubric

You must score at least of 3 or 4 for each of the indicators, and at least one indicator must have a score of 4. The shaded areas explain what is expected of you for each indicator.

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

COMPETENCY 4

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

Assessment rubric

You must score at least of 3 or 4 for each of the indicators, and at least one indicator must have a score of 4. The shaded areas explain what is expected of you for each indicator.

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

COMPETENCY 5

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

Assessment rubric

You must score at least of 3 or 4 for each of the indicators, and at least one indicator must have a score of 4. The shaded areas explain what is expected of you for each indicator.

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

APPENDIX B

EXAMPLES OF EVIDENCE FOR TEACHING PORTFOLIOS

This section provides examples of the type of evidence that may be included in a teaching portfolio to illustrate competency achievement. These are only suggestions based on practice and not intended to be prescriptive or exhaustive.

Samples that clearly show the developmental process (over time) more strongly show the breadth and depth required to demonstrate each competency.

Multi media used should be a maximum of 10 minutes duration for the entire portfolio.

Competency 1

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

Evidence attached to the written statement might include:

- annotated photographic display (mounted on sheets of A4 paper) that demonstrates an exemplary or innovative teaching/learning strategy
- video clip showing an exemplary or innovative teaching strategy
- selected student work samples that are the product of an exemplary or innovative teaching/learning strategy
- an extract from an innovative instructional resource initiated or developed
- a letter of support from a colleague or group of colleagues that confirms an innovative or exemplary teaching strategy or techniques
- an extract from a unit plan or other planning document that outlines an innovative or exemplary teaching strategy or technique
- a summary of student reaction to the innovative and/or exemplary teaching strategy or technique and how it enhanced student learning
- evidence of receipt of an award for teaching excellence presented by employing authorities, community bodies or professional associations
- formal feedback from the line manager as part of the accountability process.

TIP: Annotations on photographs, diagrams, and other evidence should show a clear link to the written statements.

Competency 2

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

Evidence attached to the written statement might include:

- examples of creative and/or inventive assessment tasks (eg letter writing tasks, group tasks, essays, assignment work, project work) planned and implemented to assess student learning that allows for clearly identified student individual needs
- examples of assessment tasks (eg checklists, rating scales, anecdotal notes, observational notes) modified to meet the particular needs of an individual student and/or group of students
- examples of self-assessment tasks developed to encourage students to become involved in their own assessment
- selected annotated student work samples showing a progression of student achievement (eg base-line testing) as a result of innovation or exemplary teaching practice
- examples of high quality written feedback offered to an individual student and/or class of students
- copies of recording instruments developed to assist you to monitor student learning outcomes and to assist with diagnostic analysis and reporting
- any recording or reporting formats developed to make assessment and reporting practices more efficient and effective
- copies of assessment sections from unit plans that demonstrate the range of assessment strategies and techniques used to make judgements about student learning
- annotated student work samples illustrating formative assessment strategies
- copies of tests and examinations developed to assess student learning
- examples from electronic portfolios as a form of individualised, interactive reporting
- video clip of reporting sessions between teachers, parents and/or students
- video clip of developing explicit criteria for assessment negotiated with students
- examples of analysis of student achievement or difficulties.

TIP: Examples are more valuable if they are authentic examples rather than blank templates.

Competency 3

Engage in a variety of self-development activities, including a consistently high level of critical reflection on one's own teaching practice and teacher leadership, to sustain a high level of ongoing professional growth.

Evidence attached to the written statement might include:

- extract from a professional learning journal, diary or learning log that illustrates a high level of critical reflection on teaching practice and/or teacher leadership
- written feedback or letter of support from a 'critical friend' or mentor
- records of professional development courses/seminars and/or university study aimed at improving particular aspects of professional practice
- extract from an action research project
- summary of results obtained in attempting to gauge student reaction to teaching (eg via survey, questionnaire, interview or other appropriate method of data collection) or a copy of an instrument used to gauge student reaction to your teaching
- documentation of participation in a professional association
- endorsed performance management agreement identifying professional development plan, outcomes and aspirations
- details of changes in practice as a result of professional learning.

Competency 4

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

Evidence attached to the written statement might include some of the following items:

- copies of written feedback provided to a colleague for a particular purpose (eg observing their teaching)
- copies of written feedback provided to student teachers and the outcomes achieved as a result
- copies of completed student teacher evaluation booklets/pro-forma providing evidence of the type of feedback offered to student teachers, particularly those engaged in an assistant teacher program
- video clip demonstrating a particular innovative teaching strategy or technique for colleagues
- video clip implementing a professional development course with a group of colleagues
- letter of support from a teacher or group of teachers who have observed you in classroom practice
- copies of written mentoring plans developed jointly with a colleague to promote their development and the outcomes achieved as a result
- summary of results or evaluation of a professional development session or course provided for teachers
- outline (eg objectives, content) of a professional development session or course planned and conducted by you and the outcomes achieved as a result of course delivery
- extracts from publications, designed to assist teachers to improve their professional effectiveness (eg conference papers, reports, teacher development materials and handouts)
- outlines (or abstracts) of presentations made for professional associations or contributions to associations concerned with the professional development of teachers
- print out of online professional discussion group interaction.

Competency 5

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

Evidence attached to the written statement might include:

- a colleague's written verification describing your leadership role and the outcomes achieved
- extracts from relevant school development planning documents that confirm leadership roles and outcomes achieved
- extracts from school policy or curriculum planning documents that verify leadership roles and outcomes achieved
- minutes from school development meetings/working parties that confirm leadership in school development initiatives
- extracts from professional learning journals/diaries that reflect leadership role assumed in a school or curriculum development initiative
- copies of planning materials initiated and developed to assist in coordinating a particular school development project or initiative and outcomes achieved
- extracts from assessment and reporting procedures developed as part of a school development initiative
- extract from a report developed to inform a particular aspect of school planning
- written material distributed to colleagues to 'kick start' a new initiative in the school
- extract of research findings from research undertaken to inform school development, policy formulation or curriculum development and actions taken to address identified needs
- extracts or copies of action research documents (eg findings, reflections, data collection techniques) that demonstrate an important leadership role in the process.

APPLICATION FOR LEVEL 3 CLASSROOM TEACHER 2018

APPENDIX C – 2018 L3CT PROGRAM

Office Use
 Date received:
 Application number:
 Receipt by:

Please complete all sections of the **two** page application and submit both pages in the front of your portfolio.

PERSONAL DETAILS

Title Surname Given name

DoE ID No. TRBWA No.

School name:

Telephone (W) (H) (M)

Home/postal address (all correspondence will be sent to this address)

Department of Education email only (not personal email address)

@education.wa.edu.au

Eligibility

Are you an Australian or New Zealand citizen or have a permanent residency visa?

Yes		No	

Are you a fully registered teacher with the Teacher Registration Board?

Are you currently employed by the Department of Education?

Are you employed a minimum of 0.4 FTE (four days a fortnight)?

Application Status

Is this a new application? Yes No

Banking

Are you banking your whole portfolio and proceeding to Stage Two? Yes No

If yes, in which year were you successful in Stage One?

If you are banking competencies (three or four of the five competencies) please indicate in which year your competencies were banked.

Competency 1	Yr		Competency 2	Yr		Competency 3	Yr	
Competency 4	Yr		Competency 5	Yr				

APPLICATION FOR LEVEL 3 CLASSROOM TEACHER 2018

TEACHING BACKGROUND

What is your major teaching background (e.g. education support, secondary maths, lower primary)?

What learning area and/or phase of education (e.g. early childhood education, secondary mathematics) do you currently teach and want assessed?

Do you have a particular focus or additional duties within the school in addition to your teaching role? If so, please briefly specify (e.g. Getting It Right, Literacy).

Please indicate your teaching history, ordered chronologically with the most recent first.

Position held	Workplace	Dates	Main duties

APPLICANT'S DECLARATION

I, _____ of _____

declare the information in this application is my own work and a true record of my professional practice.

Signature _____ Date _____

ACKNOWLEDGEMENT OF APPLICATION BY PRINCIPAL

I, _____ principal of _____

Acknowledge that _____ (applicant's name)

is seeking to obtain Level 3 Classroom Teacher status in 2018.

Signature _____ Date _____

LODGEMENT

Applications close at **5.00pm on Friday 18 May 2018**. Late applications are not accepted.

Applications should be marked Private and Confidential and addressed to:

Level 3 Classroom Teacher Program Manager
Workforce Policy and Coordination
Department of Education
151 Royal Street, East Perth WA 6004

ACKNOWLEDGEMENT SLIP (please complete prior to submitting your portfolio)

Name: _____
Address: _____

REFEREE VERIFICATION 2018

APPENDIX D – 2018 L3CT PROGRAM

Referees must complete Appendix D. Include all referee verification documents in your portfolio.

Please note referees must be available for referee contact, including during the Term 2 school vacation period break. Referees will also require a copy of the portfolio.

Referee details

Name _____ Current school _____

Home telephone _____ Work telephone _____

Mobile _____ Email _____

Professional relationship to applicant (please outline) _____

Are you the applicant's current line manager? Yes No

If so, how long have you been the applicant's line manager?

I have read the written application, and I verify the claims made and evidence submitted by:

_____ for the following competencies.

Please tick the relevant competencies that you are verifying. Add brief qualifying comments related to each competency (optional).

Competency 1

Competency 2

Competency 3

Competency 4

Competency 5

General comments

Signature of referee _____ Date _____