



Highly  
Accomplished  
and Lead  
Teacher  
Certifying  
Service

**The Independent Schools Queensland (ISQ) Highly Accomplished and Lead Teacher (HALT) Certifying Service provides a high quality, nationally consistent approach to identifying and certifying teachers according to the advanced career stages of the Australian Professional Standards for Teachers (APST).**

This certification is in accordance with the guidelines provided by the Australian Institute of Teaching and School Leadership (AITSL) for the certification of HALT.

Teachers certified as HALT by ISQ will be recognised nationally by all systems, states, and territories who certify high-performing teachers.



## **Contact Us**

For more information  
about this service:

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## Why get involved?

Participation in National Certification will enable teachers to:

- participate in professional learning and development through reflection that includes self and peer review
- work with a school-based mentor to deeply reflect on their practice as it aligns to the Highly Accomplished and Lead Career Stages
- demonstrate an understanding of what quality teaching is, based on the advanced career stages of the APST
- gather evidence of career progression through career stages – Highly Accomplished to Lead.

## How does it work?

National Certification entails a 4-step process of application, submission of portfolio of evidence, site visit assessment, and certification.

Costs associated with each step of assessment will be collected from schools and the decision to recover this cost from individual applicants will be made according to school policy or employer negotiated agreements. The four steps are summarised below.

### Step 1

#### APPLICATION

Teachers, through their principal, are nominated to undertake assessment at the Highly Accomplished or Lead Career Stages by completing the application form open in October each year. A \$50 application fee is required per applicant at this time.

### Step 2

#### WRITTEN PORTFOLIO OF EVIDENCE ASSESSMENT (STAGE 1)

Applicants are supported to gather and annotate evidence of their teaching practice in an electronic portfolio which demonstrates if they are working at, or towards HALT career stages of the APST. A \$500 fee per applicant is payable at this time.

Training to support school-based mentors to support and guide applicants is provided as part of this activity. Applicants and their mentors will participate in two training days over the eight-month period of review. External reviewers provide feedback on the evidence provided in the portfolio and a formal report is provided to each applicant and their principal.

### Step 3

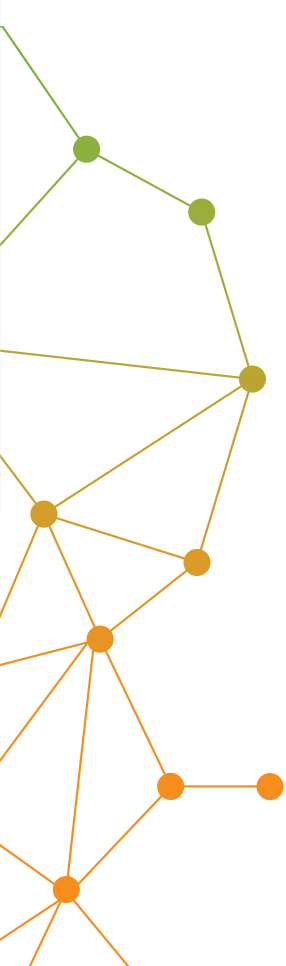
#### SITE VISIT ASSESSMENT (STAGE 2)

Following this report, successful applicants will be invited to participate in a stage 2, site visit assessment. At the site visit a trained national assessor will speak to colleagues, the applicant, and school leaders to confirm or clarify the written submission. The assessor will also conduct a classroom observation. A \$950 fee per applicant is payable at this time.

### Step 4

#### CERTIFICATION

An ISQ based national assessor will consider both the stage 1 and stage 2 assessments to make a determination of achievement of either Highly Accomplished or Lead teacher status. Applicants, along with their school leader and mentor, will be notified of the outcome and certificates will be awarded.





## Who are the external reviewers?

ISQ will select and train reviewers according to national assessor guidelines, manage the moderation within review panels and quality-assure feedback reports to teachers. The confidential, professional and objective review panels will include experts with a combination of the following qualities:

- comprehensive understanding of the APST.
- currency of teaching or school leadership experience.
- experience in review or appraisal processes.
- experience in observation, feedback, coaching and/or mentoring.
- breadth of experience across teaching contexts.

The panels review the portfolio and determine if there is enough evidence of working towards or demonstrating a career stage.

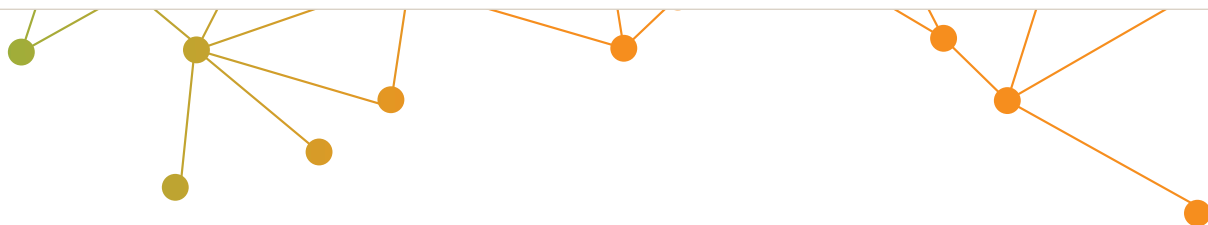
They will provide detailed and specific feedback about all the evidence focusing on the strengths of practice and provide advice for further growth and development.

The trained and qualified national assessors will use all of the evidence provided through the stage 1 and 2 assessments to make a judgement of achievement of either Highly Accomplished or Lead teacher status.

## How much does the service cost?

The cost of certification will be staggered across the period of review and will be payable only as applicants proceed through the application process. Schools will be invoiced for the cost and can choose to recover costs through applicants by negotiation. A summary of the payment schedule follows.

TIMELINE	COST PER APPLICANT	DETAILS
January	\$50	Application deposit
June	\$100	Stage 1 deposit
November	\$400	Stage 1 balance payment
April	\$950	Stage 2 payment (if proceeding)



## Information for School Leaders

### What does a school leader need to think about before becoming involved?

You are establishing a reflective, rigorous and evidence-based process in your school for your teachers who are interested in receiving support and acknowledgment for their knowledge, practice, and engagement at the Highly Accomplished or Lead Career Stages.

School leaders need to:

- decide how this process aligns with existing school performance and development systems
- align this process with school strategic plans or school improvement agendas
- decide who will be effective mentors for participating teachers
- decide which teachers should participate in the service
- determine which areas of the standards could be a focus for great teachers in the school.

### What does the service offer school leaders?

The service provides school leaders with an opportunity to establish school-based mentoring for their teachers; offer support and acknowledgment for their teachers and establish practices that will evidence the impact of quality teachers on the outcomes of students.

ISQ will support your teachers and school-based mentors to develop the skills that enable them to:

- reflect on their teaching and leadership practice using Standards
- understand how to capture and describe evidence of the impact of quality teaching
- develop strategic personal and professional goals, aligned to Standards but based on the needs of students
- lead and participate in feedback and performance conversations.

### What is the responsibility of the school leader?

The school leader has the following responsibilities in the ISQ HALT Certifying Service:

- communicate clearly how this service aligns with existing performance and development activity
- identify potential Highly Accomplished or Lead Teachers who may seek to be involved
- identify school-based mentors who will support teachers through this process
- endorse the e-portfolio of the teachers as at, or working towards, a specific career stage
- determine support and/or acknowledgment that teachers and school-based mentors may receive because of being part of this service.

### Next Steps

If you are thinking about becoming involved, you need to work with your teachers and potential mentors to:

- decide how many teachers and school-based mentors you can support through this process
- decide what support you will provide teachers and school-based mentors who are engaged in this process
- confirm what acknowledgment or expectations are associated with teachers and school-based mentors involved in this service.



## Information for Mentors

### What does a mentor need to think about before becoming involved?

Taking time to help your colleagues to look deeply at their teaching and support them to seek external feedback is an important role. It will take time and energy. Mentors who have been involved have said that:

- it is very rewarding to support excellent colleagues to reflect on their practice
- it improves their own understanding of how to gather evidence of the impact of great teaching in classrooms, or how to support teacher leadership in a professional community
- engaging in feedback and observation with a quality teacher improves their own leadership capacity.

### What does the service offer mentors?

The service provides mentors with an opportunity to train as a school-based mentor. ISQ will support you to develop the skills that enable you to support teachers to:

- reflect on their teaching and leadership practice using Standards
- understand how to capture and describe evidence of the impact of quality teaching
- develop strategic personal and professional goals, aligned to Standards but based on the needs of students
- lead feedback and performance conversations with teachers.

Mentors who have worked with ISQ before having found the opportunity to develop deep, reflective relationships with teachers very valuable.

### What does it mean to be a mentor?

The challenge for mentors is helping great teachers prepare well so they are efficient in their preparation. That means ISQ will train you to help teachers identify their strengths and assist them to design an approach to collect useful evidence that will demonstrate a teacher's impact on their students and/or colleagues or peers.

The e-portfolio enables teachers to collect a lot of evidence. As a mentor, you will assist teachers to be selective and choose the evidence that will best show how they are working at the Highly Accomplished or Lead Career Stages. Mentors will:

- support the school leaders to identify Highly Accomplished or Lead Teachers who may seek to be involved
- learn more about the ISQ HALT Certifying Service, the Australian Professional Standards for Teachers and how to lead performance conversations with high-performing teachers
- lead regular meetings with a teacher as they define the areas of their practice where they will gather evidence, and assist them to build their portfolio and prepare to submit it for review
- be Highly Accomplished or Lead Teachers.

### Next Steps

If you are thinking about becoming involved, you need to work with your school leader to:

- Decide how many teachers you can support through this process.
- Find out what assistance you will receive from the school while you are supporting teachers in this process.
- Understand how this work aligns with the existing expectations of your role.



## Information for Applicants

### What does a teacher need to think about before becoming involved?

Taking time to look deeply at your teaching and ask outside experts for feedback can be daunting. However, teachers who have been involved have said that it is:

- deeply rewarding to focus on their strengths
- powerful to tell a story about the positive impact they have had on their students
- great to provide feedback about the ways they are supporting and leading their peers
- affirming and challenging to receive feedback from external experts.

### What does the Service offer teachers?

The service provides you with an opportunity to work closely with a school-based mentor. This mentor will help you:

- reflect on your current practice using the Standards
- think about the ways you really do make a difference to your students and your peers
- work out how you might share that most effectively with expert peers.

### Expert feedback will help you understand:

- your strengths
- how you are meeting the Standards at a specific career stage
- where you are working towards the Standards at a specific career stage
- what you may need to do to fully demonstrate and go beyond the Standard at your target career stage (Highly Accomplished or Lead).

### What kind of evidence do teachers need to collect?

The biggest challenge for teachers is collecting too much evidence. Your mentor will assist you to choose the evidence that, along with your annotations or reflections will show how you are working at the Highly Accomplished or Lead Career Stages.

Every e-portfolio will include some of the following artefacts to make it clear how your practice makes a difference to the students you teach and /or the people you work with:

- a sequence of learning and assessment developed by you and/or developed with your support (e.g. lesson or unit plans, event or activity plans, individual education plans)
- student engagement, progress and/ or achievement data (e.g. marked assignments, running records, data wall samples)
- reflections on planning, teaching, and assessment and/ or feedback (e.g. classroom observations, professional learning plans, extracts from professional learning journals, ISQ Professional Growth Tool report)
- you can include short videos of your classroom teaching or your school can invite ISQ to come out and see you teach.

### Next Steps

If you are thinking about becoming involved, you need to work with your school leader to:

- Decide what career stage you think you are at or working towards.
- Use ISQ Professional Growth Tool (or similar) to determine readiness.
- Find out who your school-based mentor is going to be.
- Find out what support you will receive from the school while you are undertaking this activity.
- Understand clearly if there will be any acknowledgment or expectations if you are identified as working at these higher levels of teaching practice.



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**Independent Schools  
Queensland**

choice & diversity