

Information for Applicants - Direct Submission of Evidence

Meeting the Professional Standards at the Proficient Level

Background

One of the requirements for Full Registration is that an applicant meets the *Professional Standards for Teachers in Western Australia* (Professional Standards) at the Proficient Level. This document is available on the TRBWA website www.trb.wa.gov.au.

The Teacher Registration Board of WA (TRBWA), generally, relies on a recommendation made at the school/workplace verified by a declaration from an appropriate person (e.g. Principal or their delegate) as part of the application process.

For circumstances where an applicant is unable to obtain a declaration from an appropriate person, the TRBWA may accept direct submissions of evidence.

The TRBWA has offered this pathway for those teachers who due to their circumstances have had difficulty forming an ongoing relationship or association with an educational venue. For example, teachers who are without permanent employment and whose teaching opportunities have come from periods of casual employment or temporary contracts across a number of educational venues.

Additionally, the direct submission pathway may be utilised by teachers in centre based educational and care services who do not have direct access to an appropriate person (e.g. Nominated Supervisor or their delegate) who holds Full Registration.

The TRBWA *Transition to Full Registration – Guide to Evidencing the Professional Standards at the Proficient Level* provides advice to assist all applicants (including those providing a direct submission of evidence to the TRBWA) in collecting and presenting evidence to demonstrate that they meet the Professional Standards at the Proficient Level. This document is available on the TRBWA website www.trb.wa.gov.au.

The Australian Institute for Teaching and School Leadership (AITSL) offers a number of resources to assist teachers with respect to the collection of evidence to demonstrate that they have met the Professional Standards at the Proficient Level. These are available on the AITSL website www.aitsl.edu.au.

Who is an appropriate person?

An appropriate person:

- in a school, is an applicant's Principal or a person delegated by the Principal who is currently working within the same educational venue as the applicant; or
- in an education and care service, is the person who has day-to-day management responsibility (eg. the nominated supervisor) or their delegate.

Persons delegated responsibility as the appropriate person to determine whether an applicant meets the Professional Standards may be a Deputy Principal, head of department, experienced/senior teacher, supervisor or line manager.

Additionally, an appropriate person:

- **must** hold Full Registration in Australia or New Zealand; and
- **must** be in a reasonable position to assess an applicant against the Professional Standards and make a declaration to the TRBWA in relation to this.

Evidencing the Professional Standards at the Proficient Level

There is an expectation that teachers will move to Full Registration and in order to meet the requirements of this category of registration, teachers registered by the TRBWA must meet the Professional Standards at the Proficient Level.

In addition, a teacher must have taught for a minimum of 100 days in the 5 years prior to making an application for Full Registration in one or more educational venues in Western Australia or other Australian or New Zealand schools.

Teachers demonstrate that they have met the Professional Standards at the Proficient Level by using evidence from their everyday teaching practice and ongoing professional learning.

To evidence the Professional Standards through the direct submission process, applicants are required to create a collection of evidence. Teachers are required to draw authentic evidence directly from their teaching practice in their usual context of teaching across the broad scope of professional knowledge, practice and engagement. Their evidence must illustrate how they have responded to the learning needs of their students and how their teaching has impacted student learning and progress.

The evidence should reflect the holistic nature of a teacher's practice and should collectively demonstrate their achievement of the seven Professional Standards taking account of all the descriptors at the Proficient Level. Essentially, the evidence must be authentic and provide reliable and valid information to support that the teacher meets the Professional Standards at the Proficient Level.

Please note, there is no need to provide separate and distinct piece(s) of evidence for every Standard Descriptor. Examples of evidence may be used to reference more than one descriptor where appropriate. One quality item can provide evidence for a range of descriptors, provided it conveys sufficient depth and complexity.

To evidence the Professional Standards at the Proficient Level through direct submission of evidence to the TRBWA, teachers are required to create a collection of evidence that captures their teaching practice, with annotations to record their reflections and explain how the evidence addresses or contributes to meeting the Professional Standards.

Collection of evidence

Collecting evidence is not new for teachers. As part of their professional practice, teachers identify and collect evidence of their teaching practice and proficiency to demonstrate their achievement and professional growth for a variety of purposes associated with performance review, career progression and professional recognition.

The evidence collected by an applicant will vary depending on the applicant, their teaching experience and teaching context.

Evidence should be derived from a range of sources and serve to illustrate the range and context of the applicant's teaching practice. It must include evidence of student learning, show impact on student learning and observation of your teaching.

The evidence provided by an applicant as part of a direct submission must be annotated. This will assist in the assessment process and is for the teacher to record reflections, provide context, identify and explain links between the evidence and specific Standards/descriptors or explain how each piece of evidence addresses the relevant Standard/descriptor. Annotations should provide sufficient detail so that the evidence can be understood by others outside the applicant's usual context.

It is acknowledged, that providing direct evidence for some descriptors may be more challenging than others. For example, a teacher may not have had the opportunity to teach Aboriginal or Torres Strait Islander students. In this situation, an applicant could use evidence not directly related to the descriptor being addressed, for example how teaching strategies for managing diverse learning needs have been designed and implemented and how these would apply to an Aboriginal or Torres Strait Islander student.

Examples of evidence may include but are not limited to:

- Notes of observations of your teaching by school administrator/line manager/mentor
- Notes of observation of another teacher's lesson
- Annotated unit plans
- Lesson plans
- Annotated daily and/or weekly plans
- Annotated student work and/or assessment samples (taking into account issues of confidentiality and sensitivity to student background)
- Examples of assessment strategies teacher has used
- Notes of reflections on own practice and professional development
- Notes from meetings with your supervising teacher regarding your teaching, lesson planning and student achievements
- Documentation of classroom and behaviour management strategies
- Records of professional conversations or collaborations with colleagues
- Student/parent feedback
- Records of any professional learning opportunities teachers have participated in and the impact this has had on your teaching and your students' learning
- Notes relating to your personal practice, about relevant articles teachers have
- Professional learning plan or program.

Further examples are provided in the TRBWA's *Guide to Evidencing the Professional Standards at the Proficient Level*.

Please note that the privacy of individual students, parents and colleagues, must be maintained. The use of work samples and any other evidence that identifies an individual must be de-identified to ensure names and photographs are removed.

All submissions will be retained by the TRBWA and it is suggested that the applicant retains a copy.

Presenting the direct evidence submission

When preparing a collection of evidence for presentation as a direct submission to the TRBWA, applicants must ensure that the submission is provided in an easily navigable format with evidence organised for easy access. The TRBWA have developed a template for this purpose.

For further information about how to proceed with this process including how to access the template for evidence submissions, please email info@trb.wa.gov.au.

Assessment of submissions of evidence with respect to the Professional Standards

In the first instance, an applicant's evidence will undergo a desktop assessment. It may be necessary to seek further clarification and/or further evidence from the applicant.

In addition to providing further evidence, it may be appropriate for the applicant to meet with the assessor (in person or remotely via telephone or web presence).

With prior consent of the applicant, the TRBWA may contact a referee or current employer to seek further information relevant to your submission.

It is, of course, the applicant's responsibility to demonstrate that they have met the Professional Standards at the Proficient Level.

Please note, that meeting the Professional Standards is only one of the requirements for the grant of Full Registration. Please refer to the TRBWA website www.trb.wa.gov.au for information on the complete requirements.