

# Transition to Full Registration

Guide to Evidencing the Professional Standards  
at the Proficient Career Stage

## Acknowledgements

This TRBWA resource for teachers transitioning to Full Registration is based on the Australian Institute for Teaching and School Leadership (AITSL)'s *Guide to Transition to Full Registration*.

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# Introduction

To be granted Full Registration as a teacher in Western Australia, an applicant must demonstrate that they have met the *Professional Standards for Teachers in Western Australia* (Professional Standards) at the Proficient Career Stage.

This guide has been developed by the Teacher Registration Board of Western Australia (TRBWA) to assist teachers in collecting and assessing evidence to demonstrate that they have met the Professional Standards at the Proficient Career Stage. The guide may be useful for:

- early career teachers holding Provisional Registration who are actively working towards demonstrating that they are able to meet the Proficient Career Stage of the Professional Standards; and
- any other teacher who given their particular circumstances are also working towards meeting the Professional Standards requirements for the grant of Full Registration.

This resource is intended to provide guidance for the collection and assessment of evidence, and not to prescribe an approach. The examples and formats used in the guide are suggestions only.

Teachers applying for Full Registration are advised, to discuss the requirements of the process at their school or centre, at the beginning of the process, with their mentor, supervisor, or other appropriate person nominated by their school or centre.

## Professional Standards

The Professional Standards were developed by the TRBWA and approved by the Minister for Education under section 20 of the *Teacher Registration Act 2012* (Act). The Professional Standards are largely based on the *Australian Professional Standards for Teachers*. They have been amended slightly to accommodate early childhood teachers teaching in centre-based education and care services, such as long day-care.

The following definitions apply to the Professional Standards:

Curriculum	Prescribed curriculum in Western Australia as defined in the Act, or any other equivalent Australian or New Zealand school curriculum as approved by the relevant authority
Students	Children or young people enrolled at, attending or participating in either a Western Australian educational institution to which the Act applies, or any other Australian or New Zealand school
Teaching	Children or young people enrolled at, attending or participating in either a Western Australian educational institution to which the Act applies, or any other Australian or New Zealand school.

More detailed information about the Professional Standards is available on the TRBWA website at [trb.wa.gov.au](http://trb.wa.gov.au).

## Transitioning to Full Registration

Provisional Registration is generally granted to graduate teachers, overseas qualified teachers, or teachers returning after an absence. It allows up to three years for teachers to strengthen their classroom knowledge and skills and develop their professional practice. During this time, it is expected that these teachers, with the support of their school or centre, will move to Full Registration. At the end of the Provisional Registration period, if you are unable to meet the requirements to move to Full Registration, there is scope to apply to the Board for consideration of 'sufficient reasons'. This is with a view to renewing your Provisional Registration.

Teachers holding Non-Practising Registration can apply to transition to Full Registration if they are eligible.

## Eligibility

To meet the Professional Standards at the Proficient Career Stage, it is a requirement that a teacher has taught in one or more Western Australian educational institutions or other Australian or New Zealand schools in the 5 years prior to the application.

## Assessment

A determination by the TRBWA of whether the Professional Standards (Proficient Career Stage) have been met is generally based on a recommendation from the school or centre that the teacher has demonstrated that they meet all the Standards.

The recommendation is made by way of a supporting declaration from an appropriate person.

## Appropriate Person

The *appropriate person*:

- must hold or have held Full Registration in Australia or New Zealand within the previous five years; and

- must be in a reasonable position to assess an applicant against the Professional Standards and make a declaration on a teacher's application for Full Registration in respect of the teacher's achievement of the Professional Standards for teacher registration.

In a school, this is the applicant's Principal, or a person delegated by the Principal.

In an educational institution other than a school, this is the person who has day-to-day management responsibility (e.g., in an education and care service, the nominated supervisor) or their delegate.

Persons delegated responsibility as the appropriate person to determine whether an applicant meets the standards would ideally hold an educational leadership role and may include a Deputy Principal, head of department/learning area, experienced/senior teacher, mentor, supervisor or line manager.

The person making the declaration is responsible for ensuring that the Standards have been met at the Proficient Career Stage.

Generally, it is expected that the appropriate person will be from the applicant's current educational institution with sufficient knowledge of the applicant's professional practice as a teacher.

There may be circumstances when it may be acceptable for the appropriate person to seek advice/report from the teacher's previous/other educational institution(s) or for the appropriate person to be from the applicant's previous educational institution.

In the context of an education and care service, it may be acceptable that the appropriate person or their delegate does not work within the same educational institution as the applicant.

The appropriate person is required to sign a declaration and provide a summary of the reasons why they consider that the applicant has met the

Professional Standards at the Proficient Career Stage. The declaration will confirm that the Professional Standards have been met to the required level.

For further information, refer to the TRBWA Professional Standards Policy on the TRBWA website.

### **Submitting evidence**

Applicants with an appropriate person declaration in support of their application are not required to submit documentary evidence to the TRBWA at the time of applying for Full Registration. However, the TRBWA may audit a sample of applications to verify evidence and applicants may, in the event, be asked to submit their evidence before registration is granted.

### **Direct Submission of evidence**

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

This pathway is for those teachers who due to their circumstances have had difficulty forming an ongoing relationship or association with an educational institution. 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 institutions.

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, or has held Full Registration.

### **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 clearly presented and provided in an easily navigable format and logical sequence. The TRBWA

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has developed a template for this purpose 'Cover Sheet Direct Submission of Evidence', found on the forms page of the TRBWA website.

The submission must be uploaded via Teacher Login as part of the online application process in PDF format.

### **Assessment of submissions of evidence**

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.

### **Further information**

For further information about Professional Standards, application forms and fees for teacher registration in Western Australia please refer to the TRBWA website at [trb.wa.gov.au](http://trb.wa.gov.au).

Resources and tools for teachers are available on the AITSL website at [aitsl.edu.au](http://aitsl.edu.au).

# Evidence

Evidence presented by a teacher seeking Full Registration should be derived from a range of sources and serve to illustrate the range and context of their teaching practice to cover a broad scope of the teacher's knowledge, practice and engagement. Supporting evidence must take account of all of the focus areas and level descriptors under each of the seven standards.

A determination of whether an applicant has met the Professional Standards will generally be based on the declarations contained in the application. Those making the declaration must be satisfied that the Standards have been met to the Proficient Career Stage.

## Context

The evidence collected by a teacher must be specific to their teaching experience and teaching context. Teachers should use authentic evidence that is drawn directly from their own teaching practice.

It may not always be possible to provide direct evidence against each specific descriptor such as *1.4 Strategies for teaching Aboriginal and Torres Strait Islander students* or *1.6 Strategies to support full participation with disability*

In these circumstances teachers are encouraged to use annotations to draw links and explain their knowledge of descriptors that may not be directly applicable to their current teaching context.

Example: A teacher who has not had the opportunity to teach students with a disability may use annotation to show how teaching strategies they designed and implemented for managing diverse learning needs could be adapted to support the full participation and learning of students with a disability.

## Demonstrating achievement

Evidence used to demonstrate achievement against the Professional Standards should:

- be drawn directly from the teacher's work
- be derived from a range of sources and must include:
  - evidence of student learning
  - observation of the teacher's teaching
- be annotated to reflect achievement of the Standards by taking account of each of the descriptors
- show impact on student learning

## Developing evidence

When developing evidence teachers should:

- work from their usual teaching context and draw on documents, observational notes, reflections and resources they use in their school or workplace
- reference more than one descriptor against each piece of evidence where appropriate to avoid duplication of evidence
- use evidence from multiple sources, such as:
  - performance data
  - student work
  - curriculum, planning and assessment documents
  - observations, professional conversations or collaborations with colleagues
  - student/parent feedback
  - reflections on practice
- ensure the range and context of their teaching practice is illustrated in their evidence
- show the link between their teaching practice and its impact on student learning.

## Evidence of student learning

Evidence of student learning should be supplied where applicable to a descriptor. Such evidence may include:

- student conference outcomes
- student work samples demonstrating progress
- assessment records demonstrating progress over time
- records of feedback
- teacher reflection on student learning and needs
- student reflections.

## Using annotations

Annotation may take different forms such as handwritten notations attached to a sample of student work or lesson plan, or an explanatory typed paragraph attached to the evidence.

A piece of evidence may have one annotation that provides information across a number of areas or multiple annotations covering individual issues.

Annotation can help teachers:

- identify and explain links between their evidence and specific Standards/descriptors
- demonstrate how their teaching practice meets the relevant Standards/descriptors
- reflect on, analyse practice and propose next steps against specific Standards/descriptors
- provide context to the evidence to situate the work such as what, why and when
- show the impact on student learning
- show the achievement of stated goals and objectives.

At a minimum an annotation should:

- identify the descriptors being accounted for and explain links between their evidence and the specific descriptors
- provide context to the evidence
- demonstrate how the evidence shows achievement of the Standards/descriptors
- identify impact on student learning.

Regardless of the form it takes, an annotation should clearly explain its relationship to the achievement of the Standards and descriptors.

## Example A – One annotation

*My comments to the student on their maths work illustrate how I provided feedback to help learning (Standard 5, descriptor 5.2). By providing feedback during the lesson, I helped the student understand how to work through the problem. This enabled the student, as demonstrated in the completion of her work to successfully finish the set tasks.*

## Example B - Multiple annotations

*This lesson sequence on literacy demonstrates my achievement of the following descriptors for Standards 1, 2 and 3 (1.2, 1.3 1.5, 2.1, 2.2, 2.3, 2.6, 3.2, and 3.4).*

- *The structure of the lesson sequence on sentence structure and writing shows that I understand the curriculum and can design and implement appropriate and well sequenced classroom lessons.*
- *The lesson sequence also uses a range of learning activities such as group sessions, individual tasks and practical activities, all of which cater to different learning needs.*
- *I have included with this sequence assessment data collected during a previous literacy unit as this was used to inform my planning. The assessment data indicated the class needed further work on sentence writing.*
- *I developed the lesson sequence to build on students' prior knowledge of sentence structure and used this knowledge to help students improve their written work.*
- *The lesson sequence includes a student assessment and reflection session, which shows that most students in the class increased their sentence writing capacity.*
- *The lesson sequence included a number of sessions using the interactive white board demonstrating how I integrate ICT into my general classroom practice. After observing one of my colleagues using the white board to capture student comments, I included this strategy in my lesson sequence.*
- *I used the white board to capture the sentences written by students during the session, which we then used to construct a story, giving students an opportunity to participate more broadly.*

## Examples of evidence

This section illustrates how one piece of evidence may be used to address a range of descriptors from different standards. Various examples of evidence available to teachers have also been categorised into common evidence types.

The examples are neither comprehensive nor exhaustive and have been provided to illustrate the variety of evidence that may be used.

### Using a single piece of evidence to address multiple descriptors

A single piece of evidence can be used to address multiple descriptors across the seven Professional Standards.

The following two examples highlight a range of descriptors that may be covered by a single piece of evidence.

#### A single annotated teaching and learning program may:

- promote language, literacy and numeracy skills (descriptor 2.5)
- include evidence of collaborative teaching (descriptor 6.3)
- show consistency with curriculum content (descriptor 2.3)
- use ICTs to enhance learning (descriptor 2.6).

#### A single teacher reflection may show:

- evaluation of effectiveness of resources (descriptor 3.4)
- approaches to classroom management (descriptor 4.2)
- feedback from mentors or supervisors (descriptor 6.3)
- engagement with parents or carers (descriptor 3.7).

Supporting evidence must take account of all of the focus areas and level descriptors under each of the Professional Standards.

## Examples of evidence categorised into common evidence types

### Teaching and learning programs, unit and lesson plans:

- individual learning plans
- term, semester or year lesson plans/ sequences
- across year level lesson plans
- resources, tasks and activities developed and used
- homework tasks set
- outcomes of research that inform program development
- mapping of student learning
- use of models of learning to develop teaching and learning programs and activities
- student directed learning goals
- development and display of classroom expectations
- classroom layout modification.

### Observations:

- lesson observation notes
- post-observation meeting notes
- discussion notes
- observations documented of a variety of teacher practice/requirements
- documented or observed classroom behaviours or expectations
- video/photo of classroom environment
- reference from mentor teacher
- student task board
- use of a range of strategies to manage classroom behavior.

### Feedback received and given:

- student conference outcomes
- teacher records of feedback provided
- evidence of teacher record keeping system
- parent teacher interview plans and records
- parent feedback
- 360 degree feedback
- survey of students
- student reflections and feedback
- mentoring received.

### **Teacher reflections:**

- reflective notes on teaching strategies
- self-analysis and reflection on teaching and learning plans and/or unit/lesson plans
- audit of the physical classroom environment
- professional reading log
- diary of practice and reflection
- reflection of student learning and needs
- analysis of effectiveness of assessment tools/strategies.

### **Student assessment/student learning:**

- student conference outcomes
- teacher records of student data
- assessment plan demonstrating linkages to curriculum
- assessment schedule
- assessment tools/tests/strategies
- documentation of student learning
- value adding to student learning.

### **Communication strategies:**

- conversation and collaboration logs
- meeting logs – from meetings with supervisors, parents, mentors, carers, specialists
- samples of two-way communication between teacher and parent/carers
- records of participation in parent teacher interviews, professional development
- correspondence demonstrating mandatory reporting to meet legislative requirements.

### **Collaborative work undertaken:**

- team teaching evidence
- sharing of resources
- collegial planning and preparation
- peer review notes.

### **Professional learning, for example:**

- professional learning plan
- professional learning undertaken
- professional learning journal
- certificate of attendance at professional learning
- review of professional learning done
- action research project
- certificates of course completion e.g. OHS, First Aid
- membership of professional associations.

### **Extracurricular activities:**

- presentations prepared and delivered
- exhibitions/display of student work conducted
- involvement in extra-curricular activities
- involvement in school policy development
- further graduate and post graduate studies
- formal writing piece to demonstrate knowledge
- development of sister/brother school exchanges
- production of risk assessment documents
- forms developed for camp
- evidence of community contact and involvement.

## **Appendix 1: Examples of evidence by descriptor**

Appendix 1, on the following pages, provides examples of evidence that might be used to demonstrate achievement of the Professional Standards and how the evidence might be used to account for each descriptor.

**Please note:** one item can provide evidence for a range of descriptors if it has been appropriately annotated to explain, justify or reflect on practice. There is no need to provide separate and distinct piece(s) of evidence for every Standard Descriptor. One quality item can provide evidence for a range of descriptors, provided it conveys sufficient depth and complexity.

## Professional Knowledge

### Standard 1 - Know students and how they learn

Focus area 1.1
Physical, social and intellectual development and characteristics of students
Descriptor
Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
Examples of evidence
<ul style="list-style-type: none"> <li>• Explanation of differentiated teaching strategies based on the teacher's knowledge of students' physical, social or intellectual development to target the different areas of student learning requiring improvement.</li> <li>• Individual learning plans incorporating teaching strategies that have been selected specifically to address the students' physical, social or intellectual development and characteristics.</li> <li>• Annotated conversation and collaboration log, notes or meeting agenda from working with specialist teachers, aides or colleagues that have assisted the teacher to select teaching strategies appropriate to their students' physical, social or intellectual development and characteristics.</li> <li>• Analysis of the success of teaching strategies selected on the progress of the student, and how their learning has improved.</li> <li>• Lesson observation notes recording the teacher modifying manner to suit the developmental stages of students and/or using an appropriate level of language level for the students.</li> <li>• Unit/lesson plans demonstrating use of a variety of teaching strategies applicable to a range of students.</li> </ul>

Focus area 1.2
Understand how students learn
Descriptor
Structure teaching programs using research and collegial advice about how students learn.
Examples of evidence
<ul style="list-style-type: none"> <li>• Meeting logs or documented reflections in relation to meetings with mentor/supervisor or other appropriate colleague who have provided advice about how to construct effective teaching programs that is based on colleague's own research.</li> <li>• Meeting logs of mentor/supervisor or other appropriate colleague who have provided feedback, based on research, on a teacher's program and the new version of the program.</li> <li>• Teaching and learning programs and/or unit/lesson plans which are annotated to demonstrate how they reflect research and/or collegial advice about how students learn.</li> <li>• Professional reading/viewing log and reflections that demonstrate research into how students learn.</li> </ul>

## Professional Knowledge

### Standard 1 - Know students and how they learn

Focus area 1.3	Focus area 1.4
Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Strategies for teaching Aboriginal and Torres Strait Islander students
Descriptor	Descriptor
Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>Teaching and learning programs and/or unit/lesson plans that include teaching strategies that have been designed and implemented by the teacher based on the identified learning strengths and needs of students from diverse linguistic and/or cultural and/or religious and/or socioeconomic backgrounds.</li> <li>Lesson observation notes or documented reflections that record how the teaching strategies designed and implemented by the teacher have assisted students to meet the learning goals of the lesson.</li> <li>Post – observation meeting notes that include information as to how the teacher has used her or his knowledge of the learning strengths and needs of his or her students to inform the design of their teaching strategies so as to promote student learning.</li> <li>Individual learning programs for students from diverse linguistic and/or cultural and/or religious and/or socioeconomic backgrounds that include teaching strategies that have been designed based on information gathered about students' learning strengths and needs.</li> <li>Information presented to colleagues regarding teaching and learning strategies he or she has designed and implemented in his or her classroom together that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning programs and/or unit/lesson plans that include teaching strategies that have been designed and implemented by the teacher based on the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</li> <li>Individual learning programs for students from the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students that include teaching strategies that have been designed based on information gathered about students' learning strengths and needs.</li> <li>Evidence of having sought advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, itinerant teachers, Elders of Aboriginal communities, Counselors and other relevant professionals, such as emails, conversation records, file notes, participation in blogs, about teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</li> <li>Lesson plans, notes and/or communications documenting team teaching and collaborative planning with Aboriginal Education Assistant or local community representative/s that include effective teaching strategies for Aboriginal and Torres Strait Islander students.</li> <li>Lesson observation notes and discussion about effective teaching strategies that have been modified to reflect the learning needs and histories of Aboriginal and Torres Strait Islander students.</li> </ul>

## Professional Knowledge

### Standard 1 - Know students and how they learn

Focus area 1.5	Focus area 1.6
Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Strategies to support full participation of students with disability
Descriptor	Descriptor
Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>• Student led conference outcomes informing development of teaching activities and/or strategies to meet the specific learning strengths and needs of students across a full range of abilities.</li> <li>• Individual learning plans developed using specific teaching activities and/or strategies to meet individual needs and strengths of students across the full range of abilities.</li> <li>• Annotated student work samples/learning tasks demonstrating different teaching strategies used to meet the specific learning needs of students across the full range of abilities.</li> <li>• Teaching activities that have been developed as a result of collaborative planning or consultation with the ESL teacher/Counsellor/Aboriginal Education Assistant, Gifted and Talented Coordinator, Learning Support Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of meeting with parents, carers, specialists, support teams and services that assist the design and implementation of teaching and learning programs or units of work or lesson plans.</li> <li>• Lesson observation notes that record how the teaching strategies designed and implemented by the teacher have been adjusted to support the learning needs of individual students with disability in accordance with policy and Disability Standards for Education.</li> <li>• Individual learning plans developed for students with disability which may include modification of classroom layout or student task board.</li> <li>• Teaching and learning programs and/or unit/lesson plans including activities that support participation of individual students with disability, in accordance with policy and legislative requirements.</li> <li>• Demonstrated use of adaptive and assistive technologies to support participation and learning of individual students with disability.</li> <li>• Provides lesson plans, analysis and reflection which show a rationale for lesson content and structure based on specific learning needs of a student or students with disability.</li> </ul>

## Professional Knowledge

### Standard 2 - Know the content and how to teach it

Focus area 2.1	Focus area 2.2
Content and teaching strategies of the teaching area	Content selection and organisation
Descriptor	Descriptor
Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Organise content into coherent, well-sequenced learning and teaching programs.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>• Teaching and learning programs and/or units of work and/or lesson plans including learning activities designed to engage the students in learning.</li> <li>• Teaching and learning programs annotated to show modifications to activities designed to engage the students in learning.</li> <li>• Lesson observation notes or documented reflections about content, strategies and activities used specific to the learning context.</li> <li>• Student work samples that are annotated to show engagement in learning of content.</li> <li>• Relevant resources that have been customised to suit learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning program and/or unit/lesson plans are sequenced to develop understanding of content.</li> <li>• Teaching and learning program and/or unit/lesson plans reflect curriculum requirements and are appropriately balanced.</li> <li>• Discussion and/or lesson observation notes of the teacher presenting content in a coherent, well-sequenced learning and teaching program.</li> <li>• Self-analysis and reflection of the teaching and learning program and/or unit/lesson plans and their coherence and demonstrated student learning through assessment.</li> <li>• Unit/lesson plans that illustrate connections between content of teaching areas and development of subject-specific literacy and numeracy skills.</li> </ul>

## Professional Knowledge

### Standard 2 - Know the content and how to teach it

Focus area 2.3	Focus area 2.4
Curriculum, assessment and reporting	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
Descriptor	Descriptor
Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>Teacher records of feedback given to students demonstrating knowledge of curriculum, assessment and reporting requirements.</li> <li>Lesson observation notes and discussion which shows that the teacher conforms to curriculum, assessment and reporting requirements.</li> <li>Teaching and learning programs and/or lesson plans using appropriate knowledge of curriculum, assessment and reporting requirements.</li> <li>Evidence of the teacher's record keeping system, such as a copy of their markbook.</li> <li>Written reports to parents demonstrating compliance with curriculum, assessment and reporting requirements.</li> <li>Assessment plan which shows clear links to the learning and teaching program and reporting cycle.</li> <li>Self-reflection or documented evidence of value adding to student results.</li> <li>Assessment activities, criteria and marking guides that illustrate how assessment relates to curriculum and learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning programs and/or lesson plans with a variety of teaching and learning activities that link to syllabus outcomes/objectives and/or school or system policies to support student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>Lesson observation notes and discussion about lesson content and structure to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>Lesson plans, notes and/or communications documenting team teaching and collaborative planning with Aboriginal Education Assistant or local community representative/s to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>Student work samples which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>Observations/records of participation in assemblies, fieldwork or community involvement to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>Records of pastoral work with students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> </ul>

## Professional Knowledge

### Standard 2 - Know the content and how to teach it

Focus area 2.5
Literacy and numeracy strategies
Descriptor
Apply knowledge and understanding of effective teaching strategies to support literacy and numeracy achievement of students.
Examples of evidence
<ul style="list-style-type: none"> <li>Teaching and learning programs and/or lesson plans with a variety of teaching and learning activities (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives.</li> <li>Teaching and learning programs and/or lesson plans which show the application of explicit and structured literacy and numeracy strategies.</li> <li>Lesson observation notes and discussion about lesson content and structure which show the teacher's knowledge, understanding, and/or teaching strategies to support students' literacy and/or numeracy achievement.</li> <li>Student work samples linked to excerpts from program or lesson plans demonstrating literacy and/or numeracy strategies and student learning.</li> <li>Lesson observation notes, emails, records of discussion, file notes, participation in blogs which show the teacher having worked collaboratively with external support, such as ESL teachers and support teachers to meet student literacy and/or numeracy needs.</li> </ul>

Focus area 2.6
Information and Communication Technology (ICT)
Descriptor
Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
Examples of evidence
<ul style="list-style-type: none"> <li>Teaching and learning programs and/or lesson plans with a variety of ICT teaching and learning activities (for example, Web-based research, Web 2.0 tools such as Podcasting, Blogs, Social Bookmarking, Social Networking, RSS, use of ICT applications such as Word, PowerPoint, Excel and subject/Key Learning Area (KLA)/stage appropriate software) that link to syllabus outcomes/objectives and take into account available ICT resources.</li> <li>Lesson observation notes, reflection and discussion about the integration of ICT into lesson content and structure.</li> <li>Teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful.</li> <li>Lesson observation notes, emails, records of discussion, file notes, participation in blogs which show the teacher having worked collaboratively with ICT integrator or support staff.</li> <li>Student reflections which show that ICT resources are relevant and meaningful to students' learning needs and interests.</li> </ul>

## Professional Practice

### Standard 3 - Plan for and implement effective teaching and learning

Focus area 3.1	Focus area 3.2
Establish challenging learning goals	Plan, structure and sequence learning programs
Descriptor	Descriptor
Set explicit, challenging and achievable learning goals for all students.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>Teaching and learning programs and/or lesson plans, analysis or reflections which               <ul style="list-style-type: none"> <li>show reference to the explicit, challenging and achievable learning goals for all students during the teaching and learning cycle</li> <li>relate teaching and learning goals to the curriculum.</li> </ul> </li> <li>Student work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate the link between goals set, assessment and student learning.</li> <li>Lesson observation notes and/or discussion where the teacher               <ul style="list-style-type: none"> <li>articulates high yet realistic and measurable goals so students understand the direction of the lesson and expectations</li> <li>explains to students what the goals are and what steps are to be taken in order to achieve them.</li> </ul> </li> <li>Lesson evaluation notes where the teacher evaluates the lesson based on the level of achievement of goals.</li> <li>Development of Individual Learning Plans for students.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning programs and/or lesson plans, analysis or reflections which show reference to the teaching and learning cycle and different models of learning               <ul style="list-style-type: none"> <li>Lesson observation notes and discussion records of lesson content and structure which show planning and implementation of well-structured learning and teaching programs or lesson sequences.</li> </ul> </li> <li>Students are engaged in interesting lessons.</li> <li>Student work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate student engagement and learning.</li> <li>Lesson plans that display flexibility, logic, sequencing and variety in activities and resources.</li> <li>Sample homework tasks that are relevant to the lesson assessment items that measure student achievement of stated outcomes.</li> </ul>

## Professional Practice

### Standard 3 - Plan for and implement effective teaching and learning

Focus area 3.3	Focus area 3.4
Use teaching strategies	Select and use resources
Descriptor	Descriptor
Select and use relevant teaching strategies to develop the knowledge, skills, and attributes required by the applicable curriculum or educational programme.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>Teaching and learning programs and/or lesson plans which show a variety of teaching and learning activities including: <ul style="list-style-type: none"> <li>problem solving, critical thinking and creative thinking that link syllabus outcomes/objectives</li> <li>debate, hands-on activities, role playing, practical activities, frequent opportunities for skills practice, relevant projects, site studies and excursions.</li> </ul> </li> <li>Lesson observation notes and discussion records <ul style="list-style-type: none"> <li>of lesson content and structure which show that the teacher has selected a range of appropriate teaching strategies</li> <li>that show how the teacher has used a variety of group structures to develop knowledge, skills, problem solving, creative and critical thinking and collaboration.</li> </ul> </li> <li>Student work samples which show how the teacher has promoted self-directed work.</li> <li>Lesson plans which show the selection and use of appropriate ICT based strategies and applications to develop knowledge, skills, problem solving and critical and creative thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning programs and/or lesson plans which show a variety of teaching and learning resources, including ICT, which link syllabus outcomes/objectives.</li> <li>Lesson observation notes and discussion records that show that the teacher has selected, created and used a range of resources, including ICT, to engage students in their learning.</li> <li>Student work samples which show that students are engaged in their learning and that a variety of resources, including ICT, has been used.</li> <li>Lesson plans, analysis and reflections that show how the teacher has mapped resources, including ICT, to students learning needs.</li> <li>Examples of resources used in the classroom that have been customised by the teacher for students to access.</li> <li>Teaching programs and/or lesson plans which show that the teacher has used curriculum support materials effectively, developed reusable resources, incorporated resources into the classroom environment, changed resources according to the activity, trialed resources, supported students' critical thinking in use of resources and ensured that students use resources appropriately.</li> </ul>

## Professional Practice

### Standard 3 - Plan for and implement effective teaching and learning

Focus area 3.5
Use effective communication with students
Descriptor
Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
Examples of evidence
<ul style="list-style-type: none"> <li>• Lesson observation notes and discussion records about the teacher's interaction with students that show that the teacher has used effective verbal and non-verbal communication strategies in the classroom to support student understanding, participation, engagement and achievement, including responding positively and inclusively to all students.</li> <li>• Student work samples that demonstrate the teacher's effective communication strategies.</li> <li>• Lesson observation notes which show that the teacher models use of grammatically acceptable and precise language, explains and uses appropriate terms for the level and stage, speaks loudly enough for all students to hear, uses voice effectively with respect to pitch, strength speed and confidence, uses a mixture of oral and visual communication strategies.</li> <li>• Lesson plans which show the use of advanced organisers, such as concept maps, and use of visual learning aids.</li> <li>• Lesson observations of the teacher using effective questioning and/or discussion techniques, including a variety of questions at appropriate levels and encourages risk-taking and prepares students for discussion.</li> <li>• Teaching and learning programs and lesson plans that demonstrate personal literacy and attention to the development of literacy skills of students to enable understanding, participation, engagement and achievement.</li> </ul>

Focus area 3.6
Evaluate and improve teaching programs
Descriptor
Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
Examples of evidence
<ul style="list-style-type: none"> <li>• Teaching and learning programs and/or lesson plans, analysis or reflections which show reference to the teaching and learning cycle and scope and sequence.</li> <li>• Evaluation of teaching and learning programs and/or lesson plans, based on evidence, including evidence of use of student feedback to evaluate and improve teaching and learning programs.</li> <li>• Modified teaching and learning programs or lesson plans based on evaluation of evidence, including feedback from student assessment data, of how the students performed, what went well, what did not work and why.</li> <li>• Record of meetings with supervisor regarding teaching observed, lesson planning and student learning, including feedback from student assessment data.</li> </ul>

## Professional Practice

### Standard 3 - Plan for and implement effective teaching and learning

Focus area 3.7
Engage parents/carers in the educative process
Descriptor
Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.
Examples of evidence
<ul style="list-style-type: none"><li>• Plans for parent/carer and teacher interviews.</li><li>• Emails, letters and other records of communications between the teacher and parents/carers to encourage parents/carers to be involved in school and/or classroom activities.</li><li>• Lesson plans or lesson observations which show how parents/carers' skills, knowledge and expertise have been used in accordance with school protocols to enhance teaching and learning programs.</li><li>• Samples of two-way communication between the teacher and parents/carers, including opportunities for parents/carers to give feedback on homework, class newsletters.</li><li>• Records of participation in and preparation for parent/carer and teacher meetings.</li></ul>

## Professional Practice

### Standard 4 – Create and maintain supportive and safe learning environments

Focus area 4.1	
Support student participation	
Descriptor	
Establish and implement inclusive and positive interactions to engage and support all students in learning activities.	<ul style="list-style-type: none"><li>○ the teacher's modeling of respect, rapport, work ethic, politeness and positive language and tone when dealing with students, colleagues and parents/carers.</li></ul>
Examples of evidence	<ul style="list-style-type: none"><li>• Lesson observation notes and/or annotated class roll to display awareness of students' needs and backgrounds.</li><li>• Documented or observed management of student behavior including implementation of clear expectations, protocols and/or rules and consequences.</li><li>• Video/photo of classroom environment incorporating an audit of how it will promote inclusive and positive interaction to engage and support all students.</li></ul>
<ul style="list-style-type: none"><li>• Lesson observation notes and discussion about<ul style="list-style-type: none"><li>○ interactions with students (using students' names, shows respect for significant events in students' lives, listening positively to students, acknowledging students' contributions, allowing students to respond appropriately, being accessible to students, displaying equitable amounts of time/engagement with individuals, dealing with issues/problems fairly, exhibiting a caring attitude and showing interest in all students, acknowledgement and value for student responses and inclusive distribution of questions around the class so that all can participate, including use of further questions to draw out answers from reluctant students).</li><li>○ the classroom/learning environment, lesson content and structure, communication strategies and the effectiveness of classroom discussion and group work.</li><li>○ celebration of student work, including publicly acknowledging or praising student effort, offering constructive feedback, encouraging individual talents and offering students extra help, time or explanation if required.</li></ul></li></ul>	

## Professional Practice

### Standard 4 – Create and maintain supportive and safe learning environments

Focus area 4.2
Manage the learning environment
<b>Descriptor</b>
Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
<b>Examples of evidence</b>
<ul style="list-style-type: none"><li>• Lesson observations, notes and discussion of<ul style="list-style-type: none"><li>○ student time spent on learning tasks</li><li>○ established explicit routines which are implemented and enforced consistently</li><li>○ systems implemented that encourage student learning.</li></ul></li><li>• Classroom management documentation, including annotated copy of school behaviour management forms.</li><li>• Documented and/or observed implementation of classroom management strategies, including entering/exiting the room, interactions and moving in the classroom during lessons.</li><li>• Lesson plans and structure that show effective time management, set realistic time frames, are well paced and move through a variety of tasks, allow time for varying time on tasks for different levels, ensure timetable is related to curriculum with appropriate amount of time allocated to each Key Learning Area (KLA) in primary schools.</li><li>• Lesson plans showing that classroom routines are clearly articulated and negotiated, lesson outline, opening and closure is planned.</li></ul>

## Professional Practice

### Standard 4 – Create and maintain supportive and safe learning environments

Focus area 4.3
<b>Manage challenging behaviour</b>
<b>Descriptor</b>
Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.
<b>Examples of evidence</b>
<ul style="list-style-type: none"> <li>• Lesson observations, notes, videos, photos and discussion notes which show clear evidence of student interactions and understanding of expectations and consequences.</li> <li>• Emails or other correspondence or records that shows implementation and maintenance of school discipline and welfare policies, implementation of the school's referral process.</li> <li>• Documents, such as emails, letters or notes from conversations and meetings to show how the teacher follows up and ensures students complete tasks.</li> <li>• Lesson plans, observations, notes, correspondence or reflections that show implementation of school discipline and welfare policies and positive welfare/classroom practices which reflect school policies including a range of strategies to manage classroom behaviour.</li> </ul>

Focus area 4.4
<b>Maintain student safety</b>
<b>Descriptor</b>
Ensure students' wellbeing and safety taking into account service, school and/or system requirements and curriculum and legal requirements.
<b>Examples of evidence</b>
<ul style="list-style-type: none"> <li>• Lesson plans, observation notes, reflections on correspondence or reflections that show implementation of school discipline and welfare policies and positive welfare/classroom practices which reflect school policies.</li> <li>• Lesson and/or fieldwork plans which show that the teacher knows and understands the concept and implications of risk management and can clearly identify risks.</li> <li>• Lesson plans and/or observation notes which show awareness of school and/or system requirements in terms of bullying.</li> <li>• Correspondence, meeting records or risk assessment documentation to show recognition of individual risk assessments for individual students and referrals where relevant.</li> <li>• Lesson observations showing that the teacher implements safety procedures such as being first into the room and last out, ensuring eye contact with students, avoiding turning back to write on the board or assisting individual students for extended periods, maintaining a physically clear classroom.</li> <li>• Correspondence showing that the teacher reports issues or incidents to appropriate personnel.</li> <li>• Documentation, such as marked rolls and annotated rolls, recording student attendance, absence and student safety concerns.</li> </ul>

## Professional Practice

### Standard 4 – Create and maintain supportive and safe learning environments

Focus area 4.5
Use ICT safely, responsibly and ethically
Descriptor
Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
Examples of evidence
<ul style="list-style-type: none"><li>• Teaching and learning programs that demonstrate explicit inclusion of outcomes to promote the safe, responsible and ethical use of ICT.</li><li>• Lesson plans and/or classroom observation notes which show explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching (for example, awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty).</li><li>• Assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty.</li><li>• Samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT.</li><li>• Printed excerpts of student online communications with each other that demonstrate their responsible and ethical use of ICT as a consequence of identified learning and teaching.</li></ul>

## Professional Practice

### Standard 5 – Assess, provide feedback and report on student learning

Focus area 5.1
Assess student learning
Descriptor
Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
Examples of evidence
<ul style="list-style-type: none"> <li>• Examples of student work resulting from various assessment strategies developed by the teacher.</li> <li>• Notes from observation of teacher relating to use of assessment strategies.</li> <li>• Examples of lesson plans or excerpts from T/L program showing planned assessments and strategies to be used.</li> <li>• Teacher's analysis of a sample of student work that recognises diagnostic information to be used.</li> <li>• Teacher's notes from evaluation of lesson/s showing informal assessment information gathered.</li> <li>• Teacher's class assessment schedule showing range of assessment strategies with analysis of expected use.</li> <li>• Assessment rubrics developed as part of a teaching program to assess student achievement of learning goals.</li> <li>• Assessment plans, tasks, marking criteria or rubrics, student work samples and examples of provided feedback that reference curriculum/unit outcomes or objectives.</li> </ul>

Focus area 5.2
Provide feedback to students on their learning
Descriptor
Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
Examples of evidence
<ul style="list-style-type: none"> <li>• Logs of student conferences outlining feedback given to students on progress and achievement against their learning goals.</li> <li>• Question matrix developed to allow students to receive consistently structured feedback on their learning including positive achievement and areas for improvement, why and how to achieve goals and how to move forward.</li> <li>• Examples of student work showing teacher feedback.</li> <li>• Teaching and learning programs or units of work or lesson plans individualised for students to address specific issues identified by assessment data.</li> <li>• Record of report moderation between teaching colleagues to demonstrate students are receiving timely, consistent and efficient feedback aligned with their learning goals.</li> </ul>

## Professional Practice

### Standard 5 – Assess, provide feedback and report on student learning

Focus area 5.3	Focus area 5.4
Make consistent and comparable judgments	Interpret student data
Descriptor	Descriptor
Understand and participate in assessment moderation activities to support consistent and comparable judgments of student learning.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>Team moderation report produced following moderation of student assessment where assessment judgments are adjusted to improve consistency and comparability.</li> <li>Work samples produced that have been annotated to reflect assessment rubric formation.</li> <li>Assessment rubrics developed as part of a teaching program to assess student achievement of learning goals.</li> <li>Assessment plans, tasks, marking criteria or rubrics, student work samples and examples of provided feedback that implement the school or system policy regarding the moderation of assessment activities.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student assessment data identifying strengths and weaknesses in students understanding of core concepts in learning areas</li> <li>Evaluation of teaching program and/or lesson plans with specific reference to student assessment data to analyse and evaluate student understanding of the content/lesson with identification of interventions and modifications to teaching practice to reflect analysis of assessment data</li> <li>Teaching and learning programs and or lesson plans annotated to show modification as a result of student assessment data</li> <li>Description of intervention techniques for students as a result of the data compiled following assessment of learning</li> <li>Analysis of a sample of student work that recognises diagnostic information to be used</li> <li>Comparison between assessment of prior learning and assessments after content has been taught</li> <li>Assessment of individual learning plans in relation to achievement of learning outcomes.</li> </ul>

## Professional Practice

### Standard 5 – Assess, provide feedback and report on student learning

Focus area 5.5
Report on student achievement
Descriptor
Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
Examples of evidence
<ul style="list-style-type: none"><li>• De-identified record of three way conferences conducted to discuss student achievement involving students and parents/carers in accordance with school policy and practice.</li><li>• Accurate, reliable and comprehensive assessment records that have been maintained for each student and used to assist reporting.</li><li>• De-identified record of engagement with parents/carers through mediums such as phone, email, meetings, etc demonstrating constant liaison regarding student achievement.</li><li>• Preparation for parent teacher interviews demonstrating accurate and respectful reporting of students' strengths and weaknesses and identifying future opportunities for improvement of each student.</li><li>• De-identified student assessment reports to parents.</li></ul>

## Professional Engagement

### Standard 6 - Engage in professional learning

Focus area 6.1	Focus 6.2
Identify and plan professional learning needs	Engage in professional learning and improve practice
Descriptor	Descriptor
Use these professional standards and advice from colleagues to identify and plan professional learning needs.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>Meeting records with supervisor and/or colleagues regarding observed teaching, lesson planning and student achievement that are linked to identified Standards, Focus Areas and/or Descriptors from the Australian Professional Standards for Teachers.</li> <li>Professional learning plan that is linked to identified Standards, Focus Areas and/or Descriptors from the Australian Professional Standards for Teachers.</li> <li>Record of engagement in professional development courses and professional learning activities (for example, listening to and learning from colleagues, professional reading, working with or as a mentor or coach, undertaking post-graduate study, participating in school or system based professional learning projects such as lesson study and other forms of action research), including their relevance to identified Standards, Focus Areas and/or Descriptors from the Australian Professional Standards for Teachers.</li> <li>Performance appraisal documents identifying goals for learning that link to the Australian Professional Standards for Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of participation in professional learning activities to update knowledge and practice (including online professional learning opportunities, such as online courses, blogs and webinars), targeted to school and/or system priorities.</li> <li>Professional learning plan that contains self-analysis and reflection in relating professional learning to knowledge and practice, targeted professional learning needs and school and/or system priorities.</li> </ul>

## Professional Engagement

### Standard 6 - Engage in professional learning

Focus area 6.3
Engage with colleagues and improve practice
Descriptor
Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
Examples of evidence
<ul style="list-style-type: none"> <li>• Minutes of professional committee meetings of which the teacher is an active participant, detailing the involvement of the teacher in collaborative discussion, evaluation and reflection.</li> <li>• Evidence of participation in online discussions, online courses, blogs and other virtual professional learning communities, such as a printout of an excerpt of the online discussion which shows the teacher's participation with colleagues.</li> <li>• Evidence of engagement in regular constructive discussion with colleagues including feedback aimed at supporting improvement in professional practice and annotation of teaching and learning programs and/or unit/lesson plans accordingly.</li> <li>• Documented reflection on practice arising from a professional discussion with a colleague.</li> </ul>

Focus area 6.4
Apply professional learning and improve student learning
Descriptor
Undertake professional learning programs designed to address identified student learning needs.
Examples of evidence
<ul style="list-style-type: none"> <li>• Professional learning plan which shows a selection of professional development courses and other professional learning activities that are based on identified student learning needs.</li> <li>• Student assessment that informs the choice of professional learning to be sourced and undertaken.</li> <li>• Professional reading log showing reading undertaken which addresses identified student learning needs.</li> <li>• Action research undertaken to address identified student learning needs with a focus on improved teacher practice.</li> </ul>

## Professional Engagement

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

Focus area 7.1
Meet professional ethics and responsibilities
Descriptor
Meet codes of ethics and conduct established by regulatory authorities, systems, services and schools.
Examples of evidence
<ul style="list-style-type: none"> <li>• Appropriately de-identified meeting records, emails and other communications which show an understanding of mandatory reporting requirements.</li> <li>• Annotated teaching and learning programs, lesson plans, teaching materials and/or assessments which show appropriate credit given to sources, including colleagues, websites, books, journal articles.</li> <li>• Notes or other communications which show permission being sought from students and/or colleagues for the use of their intellectual property where required.</li> <li>• Reference or endorsement from Principal/employer.</li> <li>• Documented reflection on practice arising from a professional discussion with a colleague.</li> </ul>

Focus area 7.2
Comply with legislative, administrative and organisational requirements
Descriptor
Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
Examples of evidence
<ul style="list-style-type: none"> <li>• Meeting records, emails and other communications which show an understanding of mandatory reporting requirements.</li> <li>• Teaching and learning programs and/or lesson plans which show evidence of implementation of mandatory policy documents.</li> <li>• Classroom behavior policy which shows the implementation of school and system policies and procedures.</li> <li>• Professional learning undertaken regarding relevant legislative, administrative, organisational and professional requirements and teacher accountability.</li> <li>• De-identified communication demonstrating compliance with relevant legislative, administrative, organisational and professional requirements.</li> <li>• Reference or endorsement from Principal/employer.</li> </ul>

## Professional Engagement

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

Focus area 7.3	Focus area 7.4
Engage with the parents/carers	Engage with professional teaching networks and broader communities
Descriptor	Descriptor
Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.	Participate in professional and community networks and forums to broaden knowledge and improve practice.
Examples of evidence	Examples of evidence
<ul style="list-style-type: none"> <li>Written reports and records of student progress, letters home and other written communications with parents/carers that demonstrate respect and collaboration regarding the child's learning and well-being and that follow school protocols.</li> <li>Planning documents for meetings with parents/carers.</li> <li>Notes from observations by supervisor/mentor (for example, in meetings, during assemblies and community meetings, on excursions, in parent/teacher meetings) show the teacher establishes/maintains respectful collaborative relationships through the use of appropriate language, tone and body language.</li> <li>Examples of opportunities for parent/carer contributions to homework sheets, class newsletters and at parent-teacher meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Certificates to validate attendance at beginning teacher and professional networking meetings, including online educational forums, with reflections that show how knowledge has been broadened and/or practice has been improved.</li> <li>Printout of excerpt from online professional or community networks (for example, beginning teachers) which shows participation to broaden knowledge and improve practice.</li> <li>Communication which shows participation in professional and community networks and forums to broaden knowledge and improve practice.</li> <li>Record of activities undertaken in a professional network.</li> </ul>

## Presentation of evidence for assessment

When preparing evidence for presentation for assessment it will be helpful for the applicant and assessor(s) if the collection of evidence provided is clearly presented in an easily navigable format and a logical sequence.

You should, of course, be guided by the processes at your school or centre, however, it is suggested that evidence is collated in such a way that items clearly indicate, through annotations, the standard(s) and descriptor(s) to which these relate and evidence is titled and could include a document reference number.

Ensure that the privacy of individual students, parents and colleagues is maintained. Any work samples must be de-identified to ensure names and photographs are removed.

### Sample evidence mapping templates

The templates provided at Appendix 2 and Appendix 3 are optional resources. These documents are suggestions only and may be useful resources to assist teachers to present/summarise their evidence collection to demonstrate how they have met the Professional Standards and related descriptors.

It is suggested the following templates are used together, however, they may be used in whole or in part and may be customised to suit individual contexts.

### Appendix 2 - Evidence matrix template

This template provides an overview matrix which maps which standards/descriptors each piece of evidence relates to.

### Appendix 3 - Evidence summary table template

This template provides a detailed mapping in support of the evidence presented by the teacher to demonstrate the standards have been met.

Please note, you may contact the TRBWA directly by email: [info@trb.education.wa.edu.au](mailto:info@trb.education.wa.edu.au) to request Word versions of the following templates.

## Appendix 2: Evidence matrix template

Domain		Professional Knowledge						Professional Practice															Professional Engagement																
Professional Standards		1. Know the students and how they learn						2. Know the content and how to teach it						3. Plan for and implement effective teaching and learning						4. Create and maintain supportive and safe learning environments						5. Assess, provide feedback and report on student learning						6. Engage in professional learning				7. Engage professionally with colleagues, parents/carers and community			
Document reference number	Title of evidence	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4	

Please indicate, using a tick, cross or similar, which descriptors the evidence relates to. Please add more rows or photocopy this page if more space is required.

Professional Standards for Teachers in Western Australia – Proficient Career Stage					
Standard 1 – Know students and how they learn			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Knowledge	1.1	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.			
	1.2	Structure teaching programs using research and collegial advice about how students learn.			
	1.3	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
	1.4	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.			
	1.5	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.			
	1.6	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.			

## Appendix 3: Evidence summary table template

Professional Standards for Teachers in Western Australia – Proficient Career Stage					
Standard 2 – Know the content and how to teach it			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Knowledge	2.1	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.			
	2.2	Organise content into coherent, well-sequenced learning and teaching programs.			
	2.3	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.			
	2.4	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
	2.5	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.			
	2.6	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.			

Professional Standards for Teachers in Western Australia – Proficient Career Stage					
Standard 3 – Plan for and implement effective teaching and learning			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Practice	3.1	Set explicit, challenging and achievable learning goals for all students.			
	3.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.			
	3.3	Select and use relevant teaching strategies to develop knowledge, skills and attributes required by the applicable curriculum or educational program.			
	3.4	Select and/or create and use a range of resources, including ICT, to engage students in their learning.			
	3.5	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.			
	3.6	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.			
	3.7	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.			

Professional Standards for Teachers in Western Australia – Proficient Career Stage					
Standard 4 – Create and maintain supportive and safe learning environments			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Practice	4.1	Establish and implement inclusive and positive interactions to engage and support all students in learning activities			
	4.2	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.			
	4.3	Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.			
	4.4	Ensure students' wellbeing and safety taking into account service, school and/ or system requirements and curriculum and legal requirements.			
	4.5	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.			

Professional Standards for Teachers in Western Australia – Proficient Career Stage					
Standard 5 – Assess, provide feedback and report on student learning			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Practice	5.1	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.			
	5.2	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.			
	5.3	Understand and participate in assessment moderation activities to support consistent and comparable judgments of student learning.			
	5.4	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.			
	5.5	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.			

Professional Standards for Teachers in Western Australia – Proficient Career Stage					
Standard 6 – Engage in professional learning			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (eg. document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Engagement	6.1	Use these professional standards and advice from colleagues to identify and plan professional learning needs.			
	6.2	Participate in learning to update knowledge and practice, targeted to professional needs and service, school and/or system priorities.			
	6.3	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.			
	6.4	Undertake professional learning programs designed to address identified student learning needs.			

Professional Standards for Teachers in Western Australia – Proficient Career Stage					
Standard 7 – Engage professionally with colleagues, parents/carers and the community			List the pieces/sets of evidence that support achievement of the descriptor	Direct reference to identify your evidence (e.g. document no. or title or label)	Provide a clear description how and why your evidence shows that your work meets the Standard Descriptor
Professional Engagement	7.1	Meet codes of ethics and conduct established by regulatory authorities, systems, services and schools.			
	7.2	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.			
	7.3	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.			
	7.4	Participate in professional and community networks and forums to broaden knowledge and improve practice.			

I declare that the evidence included in this submission is my own.

Signature:.....

Dated:.....