

Professional Standards - Direct Assessment of Evidence

Information for applicants

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 Career Stage.

The TRBWA, generally, relies on an assessment made at the educational institution and confirmed by a declaration from an appropriate person (e.g. Principal in a school or Nominated Supervisor in an education and care service, or their delegate) as part of the application process.

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

This pathway is available for 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 institution.

The direct submission pathway may also 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 within the past five years.

The *TRBWA Transition to Full Registration – Guide to Evidencing the Professional Standards at the Proficient Career Stage* 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 Career Stage.

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

Overview of process for applicants

Initiate process	<ul style="list-style-type: none"> • understand the requirements for gaining Full Registration • become familiar with the Professional Standards • gain teaching experience • engage with supervisor(s) and seek a mentor • engage with senior teachers, heads of learning or supervisors for support, feedback and assessment – let them know you want to apply for Full Registration • request access to events or programs run for early career teachers or returning teachers
Compile evidence	<ul style="list-style-type: none"> • make the most of all opportunities to compile appropriate and varied evidence of practice across your teaching • use all teaching opportunities to annotate examples of your practice to show the relationship to the standards • seek opportunities to prepare, deliver and assess units of work
Feedback and verify evidence	<ul style="list-style-type: none"> • have some lessons observed with written feedback related to the Professional Standards • seek opportunities to have examples of teaching practice verified by relevant persons at the time
Finalise evidence for assessment	<ul style="list-style-type: none"> • finalise your submission of evidence and complete the TRBWA 'cover sheet – direct submission of evidence' • log into TRBWA Online Services through Teacher Login • access application form – either Change of Category to FR; or application for FR • for Professional Standards requirement, choose the option - 'direct submission of evidence'
Submit application	<ul style="list-style-type: none"> • complete and submit the Application Form along with your Professional Standards Submission and Cover Sheet • if all Full Registration requirements are met, TRBWA will grant Full Registration

Evidencing the Professional Standards at the Proficient Career Stage

Collecting evidence is not new for teachers. As part of 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 a teacher will vary depending on the teacher, their teaching experience and teaching context.

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

The evidence provided by an applicant as part of a direct submission should 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 Career Stage*](#).

Evidence provided should reflect the holistic nature of a teacher's practice and collectively demonstrate achievement of the seven Professional Standards taking account of all the descriptors at the Proficient Career Stage.

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.

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.

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 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 application process in PDF format¹.

TRBWA assessment

In the first instance, an applicant’s evidence will undergo a desk 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 Career Stage.

Please note, that meeting the Professional Standards is only one of the requirements for the grant of Full Registration.

¹ Direct submissions made as part of a hard copy application form may be submitted electronically via a USB thumb drive