





Acknowledgement of Country

We acknowledge that we are meeting
on the traditional country of the
Kurna people of the Adelaide Plains.



We recognise and respect their cultural
heritage, beliefs and relationship with
the land. We acknowledge that they
are of continuing importance to the
Kurna people living today.



Approved by Kurna Elder Uncle Lewis O'Brien 2004


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From Graduate to Proficient

Australian Professional Standards for Teachers

***Collecting evidence to help you move
from Graduate to Proficient.***

SASTA Early Careers Teachers Conference
12/10/2018



S503 - Collecting evidence to help you move from Graduate to Proficient.	2:45 PM	1 Hour
<p>What evidence would I need to collect and annotate to inform my teaching and prepare to transfer from a graduate to proficient teacher? During this session, we will look at the requirements for transferring from graduate to proficient and how you would prepare your folio to support your application.</p> <p>Presenter: Adrian Dilger</p> <p>Organisation: Catholic Education SA</p> <p>Target Audience: Middle school (yr. 6-9) teachers, Primary school teachers, Senior school (yr. 10-12) teachers</p>		

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Outline of session

1. Why do we have The Professional Standards for Teachers?
2. The process of applying for full registration
3. Unpacking the Australian Professional Standards for Teachers
4. Using the standards to identify strengths and challenges to set goals for improvement
5. Creating portfolios of evidence

Attributes of a quality teacher?



Think of a teacher who you believe is struggling as a quality teacher.

What are the attributes of a struggling teacher?

What evidence do you have?

Think of a teacher who you believe is a quality teacher.

What are the attributes of a quality teacher?

What evidence do you have?



Why?

Melbourne Declaration on Educational Goals for Young Australians

December 2008



 AUSTRALIAN COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1:

Australian schooling promotes equity and excellence

Goal 2:

All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens

Supporting Quality teaching and learning

Together, all Australian governments commit to working with all school sectors and the broader community to achieve the educational goals for young Australians.

This commitment will be supported by action in eight inter-related areas:

- developing stronger partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development
- supporting senior years of schooling and youth transitions
- promoting world-class curriculum and assessment
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- strengthening accountability and transparency.

What does the APST tell us about quality teaching



Australian Professional Standards for Teachers

Professional Practice, Engaging Teaching



Where do the standards come from?

- Extensive research including registration authorities, employers and professional associations
- Consultation including 120 submissions were received from the Federal, State and Territory governments and regulatory authorities, education unions, professional peak bodies and individual schools and teachers.
- The Standards were tested across systems and sectors, school types, and geographical locations.
- Validation process involved two online surveys as well as focus group sessions held in every state and territory with nearly 6,000 teachers and principals



The Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students.



So what's in the standards?



Australian Professional
Standards for Teachers

Professional Practice, Engaging Teaching

- 3 Domains
- 7 Standards
- 37 Descriptors



Domains of teaching	Standards
Professional Knowledge	<ol style="list-style-type: none">1. Know students and how they learn2. Know the content and how to teach it
Professional Practice	<ol style="list-style-type: none">3. Plan for and implement effective teaching and learning4. Create and maintain supportive and safe learning environments5. Assess, provide feedback and report on student learning
Professional Engagement	<ol style="list-style-type: none">6. Engage in professional learning7. Engage professionally with colleagues, parents/carers and the community



Organisation of Standards Descriptors

Standard 6 – Engage in professional learning

Focus area	Graduate	Proficient	Highly Accomplished	Lead
6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.


1 Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.

1.2 Understand how students learn

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.

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What language is common at the
proficient level?

Progression of quality teaching at different career stages



Using the standards for Professional Learning



Where are you at?

Graduate to Proficient





Teachers Registration Board of South Australia

Member of the Australasian Teacher Regulatory Authorities Inc.
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Website: www.trb.sa.edu.au

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APPLICATION TRANSITION FROM PROVISIONAL TO (FULL) REGISTRATION

REQUIREMENTS TO TRANSITION FROM PROVISIONAL TO (FULL) REGISTRATION

Under the Ministerial agreements for a nationally consistent approach to registration, the maximum period for meeting the requirements for (full) Registration is 5 years (with provision for an extension). For the purpose of registration in South Australia this means a person can if necessary, have up to two terms of Provisional Registration within which to meet the requirements.

A teacher granted Provisional Registration is expected to meet the requirements for (full) Registration within their initial 3-year term of Provisional Registration. If a teacher has not met the requirement for (full) Registration within their initial term of Provisional Registration, the teacher can apply to renew their Provisional Registration for one further term of 3 years i.e. two terms of Provisional Registration over a period of 6 years.

Transition from Provisional Registration to (full) Registration is not an automatic process.

The following requirements need to be met by the teacher to apply for transition from Provisional to (full) Registration status:

- complete 1 year full-time (or part-time equivalent of 200 days) satisfactory service as a teacher at a school in Australia or New Zealand or if appropriate a prescribed service in South Australia within the five years preceding an application for transition to (full) Registration
- provide evidence to an evaluator to substantiate meeting the Australian Professional Standards for Teachers at the Proficient career stage (refer to Section 4 – Evaluation and Recommendation Report)
- complete all requirements as outlined in the *Application to Transition from Provisional to (full) Registration* form and submit the application to the Board.

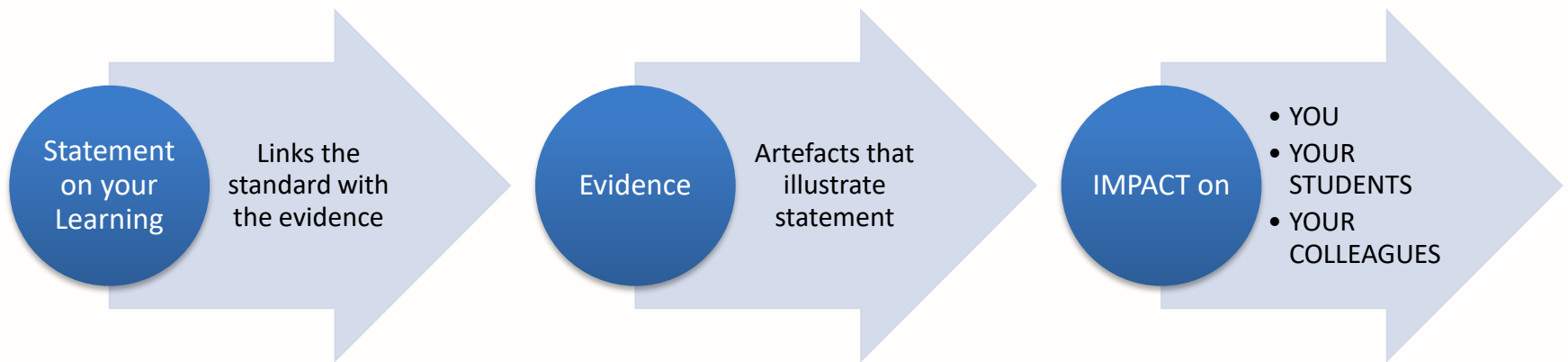
Transitioning from Provisional to (full) Registration

- Have completed 200 days full-time (or the part-time equivalent) of satisfactory teaching service within the past 5 years
 - can be across more than one school in short contracts but you will need to enclose Statements of Service obtained from all employers of the schools
 - Statements should detail the periods or dates of employment including fractions of time worked.
 - Do not include supervised teaching practice or any period of paid or unpaid leave from employment

Transitioning from Provisional to (full) Registration

- Evidence considered should cover a broad scope of your knowledge, practice and engagement.
- Multiple forms of evidence can be used to substantiate achievement of **each of the Standards**.
- For audit purposes you need to keep a summary record of the sources of evidence you used to substantiate meeting each of the Australian Professional Standards for Teachers at the Proficient career stage.

The Standards support you to reflect on your practices



Starting the discussion

- Initial conversation with your evaluator to flag your intent
- Seek information about the school's process or requirement for collecting evidence
- Seek regular times to discuss your learning and share evidence of your practice
- Invite your evaluator to observe your classroom practice
- Seek a colleague in your school who may provide you with guidance, support and feedback



Evidence of meeting the Proficient level

You need to share with your evaluator multiple forms of evidence so they can make a professional and holistic judgement about whether you meet the Proficient level in each of the Australian Professional Standards for Teachers.

Types Evidence

A piece of evidence can address multiple Standards in the Proficient Career Stage and may be drawn

- directly from the teacher's work
- from a range of sources and contexts including evidence of students'/children's learning and observations of teaching
- from performance development processes and/or documentation
- from curriculum, planning and assessment documentation
- from professional observations or collaborations with colleagues
- from reflections on practice
- from students'/children's work
- from collaborations and communications with parents, carers and community.

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In groups ...

- Discuss the Standard
- What does it address?
- What evidence might you have or gather to illustrate this Standard?


Not quite there yet?

- What has this told me about my practice?
- What are my areas of strength?
- In what areas of my practice am I not there yet?
- What might you do to improve your practice and collect evidence?

Reflect

Sharing with your evaluator

- How might you share your evidence set around a particular Standard with your evaluator?
- How much evidence is enough evidence?
- How might you tell a story about your practice that will engage your evaluator in a discussion and convince them that you have met the Proficient Standard?
- You need to demonstrate the impact on your students.

- 
- It's your responsibility to align the professional learning to the standards and descriptors.

Recommendation of Evaluator

- The recommendation is an on balance judgement about your capacity to meet the Standards at the Proficient career stage appropriate to the teaching context.
- It recognises your level of experience, teaching context, the development of your practice and your potential further development.
- Once the evaluator has made a summative judgement they should complete Section 6 (Recommendation). If the evaluator is not the principal or director then the recommendation should be countersigned by the principal or director

APPLICATION TRANSITION FROM PROVISIONAL TO (FULL) REGISTRATION

SECTION 1 - Personal details

SECTION 2 - Teaching Service

SECTION 3 - Fitness and Propriety Declaration

SECTION 4 - Audit Declaration

SECTION 5 - Evaluation and Recommendation Report

SECTION 6 - Recommendation of Evaluator

SECTION 7 - Applicant's Comments

<https://www.trb.sa.edu.au/transition-to-full-registration#>

<https://www.trb.sa.edu.au/sites/default/files/TRB-TPR.pdf>

Exploring the AITSL & TRB Websites

- <http://www.trb.sa.edu.au/transition-to-full-registration>
- <http://www.aitsl.edu.au/>

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