

Examples of Evidence for the APST

Annotating your evidence

to capture the impact of your teaching

The role of evidence

Collecting evidence of the many elements of your teaching experiences and capturing the impact through annotations is vital because it:

- enables you to align your work to the Australian Professional Standards for Teachers
- shows others what you can do
- provides a basis for feedback and reflection
- helps you understand your progress in relation to Performance and Development goals
- helps you to discuss and share the stories of your achievements and the resulting impact on you, your students and colleagues



An effective annotation

To effectively capture the story of your professional knowledge, practice and engagement, your annotations should describe:

- background information of the evidence and how it fits into the 'big picture' of your teaching and learning goals
- what you did, why and how
- specific reasoning for selection of resources, strategies or professional learning
- the outcomes of your actions and progress so far
- your reflections and how this has been used to inform your practice and professional growth

CARES annotation model

C
A
R
E
S

CONTEXT

of the activity, lesson, topic, event

ACTION

what you did

RESULTS

the results of this

EVALUATION

your reflection on the actions and results

STANDARDS

the relevant focus areas of the Standards that you have evidenced



The CARES annotation model is one way to structure your annotation. You would use it to capture the story of an 'evidence set' - a collection of artefacts related by a general theme such as an event, unit plan or professional learning program.



Evidence and annotations should be signed and dated for authenticity

STANDARD 1

Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students	
<u>Graduate</u> : Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<u>Proficient</u> : Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

- Personal learning plan (SACE)
- Individual learning plan
- Negotiated education plans
- Annotated record of multimodal assessment
- Choices integrated into assessment plan
- Behaviour support plans
- Sensory room/sensory diet – photos and meeting notes
- Learning environment – annotated photos
- Walks/breaks
- Topic discussions – class notes
- Day planning
- Negotiated education plans – notes about what's required to improve their learning
- Daymap notes – student profiles – notes about medical needs, learning needs, behavioural issues, EALD students – screen shots and annotations
- Evidence of student work with amendments
- Evidence of practice in the classroom – annotated photos
- Teaching strategies i.e. discussions, seating plans etc.

1.2 Understand how students learn	
<u>Graduate</u> : Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<u>Proficient</u> : Structure teaching programs using research and collegial advice about how students learn.

- Student-led inquiry questions
- Professional reflection diary/blog
- Reading logs and notes
- Records of professional conversations
- Staff meeting minutes
- Recommendations for learning disability diagnoses
- Notes and resources addressing needs of children with Autism
- Support services, internal services, groupings and accommodating learning styles
- Visuals, timetable – annotated
- Classroom/desk set up – notes
- Feedback from students
- Looking at evidence based information and professional learning – notes on how it was implemented

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	
<u>Graduate</u> : Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<u>Proficient</u> : Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

- Providing inclusive resources, catering to diversity – examples
- Parent/teacher correspondence
- Newsletter
- Minutes/record of cross-cultural encounters
- Classroom photos/videos
- Implementation of small groups – culture – annotated photos

- Harmony Day, Autism Awareness Day - annotated photos
- Notes demonstrating significance of Aboriginal and Torres Strait Islander learning activities in lessons
- Learn language - evidence
- Photo evidence – annotated
- Parent feedback
- Open discussion, implement information from the discussion – notes
- Behavioural data – annotations on how it informed practice
- Sign language - annotated photos
- Modification of work examples
- Cultural empathy – e.g. fit religious/cultural differences to the activities e.g. avoid cooking during Ramadan – notes or annotated photos
- Explicitly teaching vocabulary – evidence of student learning
- Student led programming - annotated discussions
- Awareness of diversity in classroom – sensitivity towards differences in values and beliefs – records of observation
- Discussions based on real experiences – notes
- Cultural practices aligned with student experiences – recorded conversations

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	
<u>Graduate</u> : Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<u>Proficient</u> : 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.

- Record of acknowledgement of country
- Implementation of programs
- Minutes of meetings with partnerships
- Videos/photos of class guests from the Aboriginal community
- Aboriginal support worker invited into classroom - annotated photos
- Reading logs
- Collating and sharing information – faculty/staff meeting minutes

- Lesson outside - annotated photos of cultural focus
- Lesson 1:1 if needed with a variety of cultural community members
- Aboriginal Art – colours men can use depending on credibility, teaching sensitive to this, cultural beliefs about colours explained - photograph student work with reflection of the choices they've made

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.	
<u>Graduate</u> : Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<u>Proficient</u> : Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

- NEP – documentation and related communication
- Behaviour support plan
- 'This then that' – notes for students
- Individual/group work - annotated photos
- Scaffolding examples – different techniques e.g. video, audio, ICT
- Allowing different assessment strategies – e.g. extra time/SSO support – notes
- Assessment documents
- Unit and lesson plans
- Professional learning related to differentiation and related implementation of ideas
- Student reflections and feedback

1.6 Strategies to support full participation of students with disability	
<u>Graduate</u> : Demonstrate broad knowledge and understanding of legislative requirements that support participation and learning of students with disability.	<u>Proficient</u> : Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

- Giving additional time – task sheets/emails
- NEP documentation
- Sensory room/engine room - annotated photos

- Professional Learning Community on inclusion – meeting minutes or evidence of implementing the learning
- Wobble cushions - annotated photos
- Vibrating pillows - annotated photos
- Communication strategies – notes
- Waiting/processing time – video of strategy
- Timer (visual clocks) – annotated photos
- Weighted blanket - annotated photos
- Fidget toys – notes about how it's been used
- Visuals (PECS, iPods, iPads)
- 'First this then...' – task sheets
- Behaviour support plan
- Therabrush - notes about how it has been used
- Movement breaks – anecdotal notes
- Adherence to discipline discrimination act e.g. wheelchair – sitting volleyball supports inclusivity – lesson plan

STANDARD 2

Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area	
<u>Graduate</u> : Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<u>Proficient</u> : Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

- Think – pair-share (board photos, observation notes, reflection)
- Deconstruction/construction paragraph structure – student work samples
- Student work samples and Teaching for Effective Learning (TfEL) guides
- Lesson plans/PowerPoints - annotated with prior research
- Australian Curriculum (AC) descriptions – evidence of use in planning

- Languages – role play activity, video, script, student reflection/evaluation, newsletter, application of professional training
- Formative tasks – instruction – guidelines
- Numeracy website – annotations of how strategies have been used
- Provide a range of resources, uses ICT – classroom observations
- Resources e.g. Prezi, PowerPoint presentations for students
- Ann Baker strategies – reflections on how they have been implemented
- Specific literacy strategies, literature circles – annotated photos
- Unit plans
- Learning plan – implement team teaching strategies – photographs, annotated lesson plan
- Film/media (TED talks) – reflection on learning
- Professional development – strategies learned – reflections
- Individual research into content – annotations

2.2 Content selection and organisation	
<u>Graduate</u> : Organise content into an effective learning and teaching sequence.	<u>Proficient</u> : Organise content into coherent, well-sequenced learning and teaching programs.

- Minutes from Professional Learning Community (PLC) minutes – discussing programs
- Curriculum mapping
- Play Based Learning timelines
- Weekly planner
- Visual schedules for students (annotated)
- Inquiry process – work samples
- Implementing diagnostic evidence – notes of meetings and student engagement
- Applying assessment – anecdotal notes on student work samples
- Folio of subject matter (lesson plans, unit plans)

2.3 Curriculum, assessment and reporting

Graduate: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

Proficient: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

- PLC minutes – program design
- Curriculum mapping – AC/SACE
- AC standard on task sheets
- Screenshot of student grades – requirements of DECD/schools
- Using all AC and SACE links to content/unit plans
- Lesson plans with links to Achievement Standards/content descriptors
- Reference adaptations for NEPs on rubrics/plans e.g. Year 6 at Year 3 level
- Role playing, videos, photos, interviews to differentiate for special class
- Assessment records, excel spreadsheets
- Seesaw model for digital portfolios – sharing with parents – website
- QR codes – evidence of use in learning activities
- Assessment task sheets and rubric - annotated

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Graduate: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Proficient: Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

- Lesson plans
- Collaboration with community - emails, write-ups for newsletter, letters home to parents
- Links to videos – reflection on how they were used in the classroom
- Task sheets – debates
- Photos of white board work
- Have evidence of how Harmony Day was successfully celebrated – student feedback

- Science – a heat experiment/demonstration was linked to Indigenous heating methods – lesson plan, photos
- Connection with Reconciliation week/NAIDOC week – film discussion notes or photos
- Invite Aboriginal or Torres Strait Islander SSOs into your classroom to work with students – emails inviting them, student reflections
- Take photographs of students engaging with Aboriginal and Torres Strait Islander related learning content – annotated
- Provide links to Scootle in planning – notes to show how it has been used
- Work samples connected to Aboriginal and Torres Strait Islander lessons
- Work samples – indigenous round AFL activities
- Student feedback
- Annotated PowerPoints from Aboriginal Education Officer
- Media links – notes on how it was used in classroom

2.5 Literacy and numeracy strategies	
<u>Graduate</u> : Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<u>Proficient</u> : Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

- Word walls - photos/task sheet/lesson plan
- Glossary pages – photos
- Timelines
- Sentence starters – examples of student work
- Mental maths/Mangahigh - examples of student work
- Dance – students create a language glossary
- Numeracy – linear art, upscaling - worksheets, video
- Flip videos, Daymap, blog
- Running records, progressive tables
- Research undertaken – cite research papers – providing examples of how it's been used
- Student work samples
- Evidencing DECD priorities – annotated

- Videos of students working on literacy or numeracy tasks
- Cover sheet of assessment tasks – AC links to literacy and numeracy
- Differentiation – notes and task sheets
- Feedback from observations on teaching strategies
- Use of graphs for content understanding – annotated
- Reflections and planning using literacy and numeracy continuums

2.6 Information and communication technology (ICT)	
<u>Graduate</u> : Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<u>Proficient</u> : Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

- Moodle/iTunes U/Google Classrooms
- PLC meeting notes
- Screenshots of student work
- Examples of questions based on videos etc. used with students
- List of YouTube videos
- Animations, 3D models - annotated photos
- Simulations – videos
- Audio recordings of learning
- Visual recordings specific to learning
- Subject-specific Apps and relevant software
- Flipped classroom – evidence of student engagement
- Weebly – Numeracy activities, tutorials for students to refer back to
- Use of Daymap – screenshots of notes etc. on Daymap
- Smart board activities – notes on how they were used
- Media (TED talks) resources – reflections on the learning from the TED talk
- iPads – videoing performances in Health/PE to analyse
- Pokémon GO – Health/PE resource (every time they catch a Pokémon/Poke stop they complete a specific physical activity) videos to demonstrate this

STANDARD 3

Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals	
<u>Graduate</u> : Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<u>Proficient</u> : Set explicit, challenging and achievable learning goals for all students.

- Classroom goals displayed, with name tags
- Writing goals – individualized
- Before/after samples of drafted written work
- Individual student conversations and pushing to reach their potential – documented
- Learning goals documented in programs/unit of work
- Copy of introduction/term learning intentions for subject areas (questionnaire)
- Self-evaluation of students' own work
- Create a chart or rubric tick box/checklist – for students to take charge of their own learning – featuring learning intentions and success criteria
- Learning goal poster – students to monitor it – discussion notes
- Evidence of student self-assessment
- 21st Century learning goals – visible for students – student feedback

3.2 Plan, structure and sequence learning programs	
<u>Graduate</u> : Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<u>Proficient</u> : Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

- Unit plans – short/long term
- Feedback/comments from students about units
- Pre-assessment, survey
- Student-driven learning – what do you want to learn in this unit?

- Planned program (annotated) – why did you design it this way, and what will you do next time? - Self-evaluation
- Line manager feedback
- TfEL Guide – notes to show how you used backwards design
- Team planning overview/programming
- Student work samples demonstrating prior knowledge

3.3 Use teaching strategies	
<u>Graduate</u> : Include a range of teaching strategies.	<u>Proficient</u> : Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

- Photos – annotated
- Plus/Minus/Interesting (PMI) – How did the lesson go?
- Dylan Wiliam – traffic light systems/self-assessment practices
- 5 point scale
- Word walls
- Observation documents
- Pop-sticks – randomly asking students questions - annotated photos
- Problem solving strategies – Maths work samples
- Posters
- Inquiry-based research – evidence of learning
- Investigation task – student work samples
- Explicit teaching - video of lesson (only of teacher)
- Group work – annotated photos of students working

3.4 Select and use resources	
<u>Graduate</u> : Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<u>Proficient</u> : Select and/or create and use a range of resources, including ICT, to engage students in their learning.

- When choosing resources – notes regarding reasons
- Student work samples of resources-based learning, linking with design and technology (including sustainability)
- Scootle – evidence of use
- Learning pathways – student discussion notes
- Use of Interactive whiteboard (IWB)
- Screenshots of Class Dojo
- Photos of behaviour management systems, reward charts – reflecting engagement
- Examples of PowerPoint/Prezi that are created for lesson plans – printed slides with notes
- Excursion with questionnaire/surveys from student feedback
- Teacher created learning (flipped classroom)
- Use of Kahoot (game-based learning platform) - annotated photos
- Live video for student reference (hover cam)
- Resource list – Kahoot, quiz, Smashboards – reflections on use in classroom
- Apps – Puppet Pals, Powtoons – reflections on use

3.5 Use effective classroom communication	
<u>Graduate</u> : Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<u>Proficient</u> : Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

- Video of teachers' practice
- Self-reflection
- Non-verbals – videos
- Written instructions for students

- Visuals – posters, ICT evidence etc.
- Observation documents
- Recording your communication
- Written instruction for student with hearing needs, therefore the explicit instructions are easier for the student to understand – photos
- Wall displays (be clear about purpose)
- Flipping the classroom
- Survey/questionnaire
- Photographs of teacher instruction
- Sentral, Daymap, Managebac – evidence of use
- Reading visuals in classroom – videos
- Games – with a clear purpose

3.6 Evaluate and improve teaching programs	
<u>Graduate</u> : Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<u>Proficient</u> : Evaluate personal teaching and learning programs using evidence, including feedback, from students and student assessment data, to inform planning.

- Student surveys
- Running record data
- Rubrics
- Data from students
- Teacher reflection/anecdotes
- Unit plan – changes, hand written points making changes
- Students – end of term review: what they enjoyed, what else they would like to know
- Assessment data
- Using student data from school information to help with diversity and learning needs
- TfEL Compass – online surveys
- Learning styles quiz – asking how I (teacher) can cater for student learning styles

3.7 Engage parents/carers in the educative process	
<u>Graduate</u> : Describe a broad range of strategies for involving parents/carers in the educative process.	<u>Proficient</u> : Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

- Photos of open day, where parents/cares are working with students
- Questionnaires sent home to parents (let me get to know your child)
- Diary/communication book
- Newsletter
- Morning reading log
- Parent coming in to support – reflection from the parents
- Excursion notes home encouraging parent support
- Documentation showing parent in charge of group activities
- Record of phone calls home
- Letter home – excursions, camps, home group
- Interactive homework tasks – online or practical options

STANDARD 4

Create and maintain supportive and safe learning environments

4.1 Support student participation	
<u>Graduate</u> : Identify strategies to support inclusive student participation and engagement in classroom activities.	<u>Proficient</u> : Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

- Exit and entry cards
- 3,2,1 strategy
- Group norms documented
- Class contract
- Display boards around the class - annotated photos

- Share different experiences through PowerPoint presentations
- Written feedback on students and from students
- Write individual letters
- Certificates for staff and students
- Student work samples
- Student checklists (participation)
- Annotated adaptations
- Anecdotal notes and behaviour plans – results
- Reward systems and impact
- Development of NEPs, ILPs
- Documentation of conversations with previous teachers/families
- Adjustments to tasks/criteria for individual students (modification)
- Examples of differentiated tasks
- Print-out of student collaboration/brainstorming re-tasks
- Establishing class rules with the class - annotating how you developed them
- Displaying class rules in a way where families can see them and reinforce them – photos
- Participation strategies – notes of class discussions
- Being respectful – giving it a go and it's ok if you don't want to (observation notes)

4.2 Manage classroom activities	
<u>Graduate</u> : Demonstrate the capacity to organize classroom activities and provide clear directions.	<u>Proficient</u> : Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

- Worksheets on wall for students who have missed a lesson
- Photos of classroom
- Questionnaire and/or email re - following up absence
- Write out strategies and reflection of practice
- 'Manage up' (find your own mentor) and seek feedback
- Student roster (written)
- Student feedback
- Daily 5

- Transition between lessons – strategies
- Student feedback on routines
- Examples of established routines (displays, documents)
- Daily schedule
- Newsletter items re – above
- Assigning roles to students for group work
- Predictable daily routine – annotated photos
- Extrinsic motivation – videos demonstrating how this was done
- Managing changes and routines – professional learning and implementation notes

4.3 Manage challenging behaviour	
<u>Graduate</u> : Demonstrate knowledge of practical approaches to manage challenging behavior.	<u>Proficient</u> : Manage challenging behavior by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

- Contract of rules displayed in the room
- Written negotiation
- Daymap – notes
- Notes regarding individuals and how they have been managed
- Use school policy handbook and highlight what you have done
- Observation notes
- Behaviour log
- Meeting notes (students, parents/carers, staff)
- Anecdotal notes
- Class expectations (negotiated with students)
- Phone/email/meeting/ClassDojo logs
- Behaviour record (table/chart)
- Copies of 'wellbeing plans'
- Tick charts
- Class Dojo or VivoClass
- Copy of daily journal entries to share information between educators – continuity
- Social stories

- Documenting conversations with parents/carers
- Teaching expected behaviours (e.g. 5 Ls) and reinforcing often
- As a TRT, document expectations that you communicate to children
- Behaviour management policy – adherence
- Setting your expectations and following through with them – notes and behaviour forms
- Different strategies for different children – reflections, NEPs etc.
- Contact parents and specialists – notes of discussions/documentation
- Consistency in implementing strategies – colleague/parent reflections/referee statements

4.4 Maintain student safety	
<u>Graduate</u> : Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	<u>Proficient</u> : Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.

- Excursion risk assessment
- Use school policy handbook and highlight what you have done
- Using curriculum
- Work samples
- Child protection programs/units
- Pre and post assessment
- Risk assessments – do with children where possible
- Copies of policies e.g. UV ratings/hats – how it's incorporated in routines/curriculum
- Safety checklist
- Playground safety checks
- Daily mindfulness sessions
- Develop resilience – lesson plans
- RAN training and CPS
- First Aid
- Keeping safe child protection curriculum
- Risk assessments – in classroom activities

4.5 Use ICT safely, responsibly and ethically

Graduate: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Proficient: Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

- Signed ICT contract policy from the school
- Student certificates
- Collaborating with professional ICT colleagues or experts to set up safeguards – document or diary discussion
- Lesson plans
- Units of work
- School/ DECD policies – adherence
- Pre and post assessment/work samples
- Rules around iPods and other devices
- ICT policies/social media
- Examples of cyber safety lessons – password protection
- Letters to parents re - policies surrounding photos, etc.
- CPC lesson plans that relate to ICT
- Consent forms for student use

STANDARD 5

Assess, provide feedback and report on student learning

5.1 Assess student learning	
<u>Graduate</u> : Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<u>Proficient</u> : Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

- Running records
- School-based assessments e.g. spelling tests, maths tests
- Rubrics
- Observations – learning stories
- Reflect, respect, relate documents
- Ann Baker 'Top 5' evidence set (including photos, work samples, annotation)
- Peer assessment and feedback
- Seesaw to capture student work to share with parents
- Self-assessment/Sheena Cameron writing techniques
- TfEL design – examples
- Rubrics, PAT testing, NAPLAN
- Anecdotal notes
- Rubrics - formative/summative tasks
- TfEL compass – survey data
- Collecting student data
- Formative assessment tasks
- Summative assessment tasks via monitoring what they have learned
- Exit cards stating what they have learned
- Kahoot quizzes
- Moodle forum – annotated
- Student forum notes
- Learning assessment plans (LAPS) aligned to the curriculum
- Test results

- Directed investigations

5.2 Provide feedback to students on their learning	
<u>Graduate</u> : Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<u>Proficient</u> : Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

- Video of teaching/discussion with students
- Annotations on assessment
- Students develop and document their learning goals
- Seesaw to evidence learning
- Verbal feedback, "checking with student" recorded
- Interview students – notes
- Dylan Wiliam – reflections on implementation
- Formal reports
- Three-way interview notes
- Oral feedback- notes on work
- Marking
- Displays
- Two stars and a wish
- Traffic light system
- Parent/teacher interview
- Self-reflection
- Rubrics with explicit feedback
- Notes for students including explicit information as to how to meet the standard
- Observation report
- Moodle feedback
- Rubrics – annotated
- Verbal feedback – photographs/annotations, reflections
- Peer feedback – notes
- Notes on student work – written

5.3 Make consistent and comparable judgments	
<u>Graduate</u> : Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of students learning.	<u>Proficient</u> : Understand and participate in assessment moderation activities to support consistent and comparable judgments of students learning.

- Rubrics
- Moderation of student work
- Partnership moderation
- Common tasks
- Co-planning documents
- Year-level examples on Australian Curriculum website
- Join an Association – reflection on learning activities from the association professional learning
- PLC in 'like' subjects
- Moderating work (samples of work – variety of ranges)
- Standard of achievements – verbs
- PLC – plan a unit of work – at the end of the year take the opportunity to achieve the relevant grade
- NAPLAN – data analysis
- Scaling – language/literacy
- Cross marking notes on changes made
- Moderation and reflection
- Developing NEPs – annotations of discussions around decisions
- Faculty meeting minutes
- Internal moderation reflections
- External moderation results

5.4 Interpret student data	
<u>Graduate</u> : Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<u>Proficient</u> : Use student assessment data to analyze and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

- Examples of planning linked to data
- Examples of how data (e.g. running records) have influenced class set-up (e.g. reading groups)
- Use data to inform teaching practice
- Prior knowledge
- NEPs, ILPs
- Running records
- SSO meetings/collaboration
- Peer mentoring
- Evaluate teaching practice
- TfEL compass survey
- Looking at teacher assessment
- Looking at standard assessment
- Looking at grade data with CARES annotation
- PAT results, NAPLAN results, Fitness testing results – notes on how it is used to develop learning
- Informal assessment – reflection/anecdotal
- NEP development/goal modification notes
- Unit plan changes – annotations on plans (LAPS at Senior levels)

5.5 Report on student achievement	
<u>Graduate</u> : Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<u>Proficient</u> : Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

- Formative/summative reports to families
- Notes from parent/teacher interviews
- Portfolios of student learning
- Seesaw – formative assessment
- Edmodo
- Class Dojo
- Formal reports
- Phone calls to parents
- Communication with parents
- Portfolio of student work
- Newsletters
- End of semester/year reports
- Learning conversations
- Target setting for students under care of Government
- NEP, ILP, PAT
- Use data collected previously – notes
- Guidance – awareness of medical issues, both physical and mental – meeting notes
- Reports – screenshot of student data (Daymap etc.)
- Accelerate (system for non-submission) – screen shot
- Parent/teacher interviews – timetable and notes
- Regular checks on student progress – follow up email with parent/student
- GPAs in the classroom/year level – annotated

STANDARD 6

Engage in professional learning

6.1 Identify and plan professional learning needs	
<u>Graduate</u> : Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	<u>Proficient</u> : Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

- Performance and Development Plan (PDP) with goals and plans to meet those goals
- Negotiated Education Plan (NEP) – training to meet a specific student's needs
- Documented conversations with other teachers
- Journal entries of personal teaching needs (reflecting on areas for growth)
- Goals and plans on needs basis i.e. Autism – reflections
- School site plan and reflection on APST
- Professional development plans aligned with the APST
- Certificates - annotated
- Notes from PD conversations
- Going to professional development – e.g. specific subject learning
- Read education books – e.g. for Special education learning – notes on how it was implemented into classroom
- Plan course in subject areas
- Observation feedback/notes
- Reflections on teaching
- Student NEP – learning progression

6.2 Engage in professional learning and improve practice

Graduate: Understand the relevant and appropriate sources of professional learning for teachers.

Proficient: Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

- PDP – end of year review
- Minutes reflecting Professional Learning Community (PLC) agenda discussion – to determine required professional learning
- Professional learning certificates with annotations
- Staff meeting minutes
- Notes from peer observation meetings
- Site planning for areas of personal development
- Attend training and implement it and evaluate the progress
- Professional associations – evidence of learning from training provided
- Minutes, project development for PLCs
- Professional reading – notes on how it was implemented in the classroom
- Professional conversation notes
- School Improvement Plan priorities identified in PDP
- Plink – completed online courses, documentation of learning
- Become a volunteer of classroom labs – notes

6.3 Engage with colleagues and improve practice

Graduate: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Proficient: Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

- PLCs/Professional learning teams within faculty (minutes)
- Sharing professional learning at staff meetings (minutes)
- Staff meeting minutes identifying individual actions and contributions
- PD notes
- Staff feedback on practice

- Putting learning into practice – photos, lessons, activities
- Present learning at meetings
- Team meeting and PLC meeting minutes
- Email correspondence with professionals
- Notes on verbal conversations
- Email summary of key points of conversations
- Team teaching
- Screen shots of engagement with colleagues – social media pages e.g. ECT page
- Observations – discussion notes using the AITSL observational tool from the website
- Annotated observations
- Faculty meeting notes
- Become a volunteer – notes
- Engagement in social media teaching networks e.g. Facebook, Twitter, blogs
- Feedback from colleagues and students

6.4 Apply professional learning and improve student learning	
<u>Graduate</u> : Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<u>Proficient</u> : Undertake professional learning programs designed to address identified student learning needs.

- Before and after of students' work
- Assessments
- Evidence of class trends
- Collection of assessment data
- Evidence sets including certificate from PD, strategies implemented/examples of planning, and documented student outcomes
- NEPs, ILPs, etc. professional learning to inform teaching for students' needs
- Mentoring – referee statement
- PD at school
- Observing other teachers
- PD certificate and plan of implementation of the learning
- SPELD – evidence of learning

- Anne Baker due to PATM results – reflections on learning for the students
- Partnership focus e.g. moderation – reflections
- Decide on a need and then seek out PD – reflections on teaching and learning practice
- Executive function being assessed via instructional rounds for whole school approach
- Annotate PD certificates, resources with how it meets student learning and needs
- Using our professional learning and documenting the application of it in the classroom
- Specialised training programs
- Student profiles – annotated to show how the information informed planning

STANDARD 7

Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities	
<u>Graduate</u> : Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<u>Proficient</u> : Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

- Meeting notes – parent/teacher interviews
- Email with parents
- Working with Flexible Learning Options (FLO) coordinator and outside agencies
- Implementing requirements of RAN training e.g. breakfast club
- Day maps – special needs – reflections on how this affected planning
- Consent letter – excursions, camps, movie
- Incident report
- Mandatory notification
- Dealing with students at risk
- Reports
- RAN, CPC, First Aid professional learning
- Copies of policies – notes showing your understanding of the policies
- Copy of program
- ILP/NEP

- When doing home visits take counsellor and fill out appropriate paperwork
- Excursion forms and protocols, risk assessments, RAN training, CPC - teaching it, reflections on application in classroom
- Code of Ethics – training and application to work
- DECD induction website information and forms
- Risk assessments – copies of forms
- Health and safety procedures – reflections on how you have addressed these policies
- Bullying audits
- Attendance agreement
- SIP – meeting notes
- Minutes in school committees
- Certificate and notes of discussions with mentor/colleagues
- Signed ICT policy – could be site specific
- School review participation – minutes
- Application of RAN training – notes
- Camps – completed forms
- Follow procedure in case of an incident – report forms, evidence of phone calls to supervisors/parents

7.2 Comply with legislative, administrative and organisational requirements	
<u>Graduate</u> : Understand the relevant legislative, administrative and organizational policies and processes required for teaching according to school stage.	<u>Proficient</u> : Understand the implications of and comply with relevant legislative, administrative, organizational and professional requirements, policies and processes.

- Workshop certificate – annotated
- RAN training
- Daymap – recording of student information
- Highlight school policies – reflection/observation
- Documentation of compliance with DECD/site policies
- WHS forms
- Roll marking – absence follow-up with emails/phone call
- Risk Assessment

- RAN/CPC – implementation in class – lesson plans
- Field trip documentation
- Photo consent letter
- All consent forms
- Certificates, registration etc. up-to-date
- QUIP – preschool – reflection on use in site
- Induction process – reflection on the induction
- Hazard assessments
- NEP programs
- Signing in/out – reflection on procedures for this
- Fire drill protocols – reflections on the protocols
- Administrative: Daymap
- Legislative: workplace safety –notes on how this has been implemented
- Teacher registration documentation
- First Aid – records or forms
- Child Protection – evidence of how it has been implemented in the site
- WHS training (compliance paperwork)
- NEPs – ILPs – ATSI
- Reporting – examples
- Incident reports
- Roles – annotated
- Submit teaching plans to leadership/rolls/media release forms

7.3 Engage with the parents/carers	
<u>Graduate</u> : Understand strategies for working effectively, sensitively and confidently with parents/carers.	<u>Proficient</u> : Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.

- Emails
- Student diaries
- Reports
- Parent/teacher interview notes
- Letters/emails/phone call notes

- Interview preparation
- Report writing notes
- Inviting parents to open nights
- Any signature required on documents
- Document conversations with parents/carers
- Communication books
- Newsletter
- Learning journal
- Interviews – agenda, notes
- Records of phone calls, emails, Daymap messaging
- Diary notes from parents
- Consent forms – excursion
- Teacher introductory lesson notes
- Daymap notes – screen shots
- Class blogs

7.4 Engage with professional teaching networks and broader communities	
<u>Graduate</u> : Understand the role of external professionals and community representative in broadening teachers' professional knowledge and practice.	<u>Proficient</u> : Participate in professional and community networks and forums to broaden knowledge and improve practice.

- Facebook group screenshots of contribution
- Reflection notes
- Join subject associations
- Join a club (special interest sports schools)
- Emails
- Certificates
- Facebook/twitter/screenshots
- Hub meeting minutes
- PD certificates and notes
- PLC, partnership/cluster meeting notes
- Involvement in community events e.g. agricultural shows - annotated photos

- Minutes from meetings
- Personal/professional reflection on the PD – reflect on how it will affect your practice
- Community activity related to your subject
- Group programs – notes
- Social media engagement – screen shots
- Certificates/photos of professional community engagement