Template for evidence of professional practice

1. CONTENT AND CONTEXT FOR LEARNING

1A. THE LEARNERS
My learners and the reason(s) I selected them (including those with disability)

1B. LEARNING CONTEXT
The range of learning levels of my selected learners, and how I know this

Factors affecting learning of my selected learners and how I address these in my planning
1C. CONTENT FOR THE PROGRAM OF LEARNING
My annotated program of learning (showing curriculum / development, requirements, literacy / numeracy development, incorporation of ICT and understanding of Aboriginal Torres Strait Islander histories, cultures and languages where it’s relevant)

1D. MY EVIDENCE OF PRIOR KNOWLEDGE OF LEARNERS

1E. LEARNING OUTCOMES FOR THE PROGRAM OF LEARNING
MY PLAN FOR...
Learners who need extension beyond the general learning

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Learners who need support or modification of teaching strategies to meet the learning outcomes

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2. THE INQUIRY QUESTION
2A. THE INQUIRY QUESTION
My inquiry question and how it relates to improved learning

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________________________________________________________________________
2B. PROFESSIONAL LEARNING

When I’ve observed the teaching practice of others (at least one observation)

Date __________________________

Who I observed (colleague’s name / VIT number)

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________________________________________________________________________

What I saw / heard / experienced

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________________________________________________________________________

What I learned

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How does this help me address my inquiry

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________________________________________________________________________
Professional conversations (based on at least two discussions)

Date

Who I talked with (colleague’s name / VIT number)

What we discussed

What I learned

How does this help me address my inquiry

Other professional learning I undertook to support my learners in relation to my question for inquiry (including PD in relation to my learners with disability)
2C. MAINTAINING CHILD SAFETY AND WELLBEING

Describe an overview of your legal obligations in relation to child safety and wellbeing.
Provide at least two examples of how you have implemented your legal obligations in your workplace, making reference to any relevant workplace policies.

Professional conversation on child safety and wellbeing

Date

Who I talked with (colleague’s name / VIT number)

What we discussed

What I learned
3. THE ACTION PLAN

THE ACTION PLAN

Documentation of

- my action plan to address the learning outcomes arising from my question for inquiry, including timelines and activities
- learning outcomes modified for particular learners and reasons for this
- specific learning resources, practices and activities I used to support learners, including those I used to meet individual learning needs
- assessment tasks I used to assess learning and provide formative and summative feedback to learners
- where I have applied my new knowledge to my teaching practice.

4 IMPLEMENTING YOUR ACTION PLAN

4A. PROVIDING FEEDBACK ON THE ACTION PLAN

Based on at least three visits. You may record these separately or consolidate them into one entry.

Mentor / experienced colleague’s name / VIT number __________________________

Dates of visits ____________________________________________________________

Signature (mentor / experienced colleague) __________________________________

Summary of discussion and actions arising

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
4B. MAINTAINING APPROPRIATE PROFESSIONAL RELATIONSHIPS

Develop a brief written report documenting how you establish appropriate relationships with your learners. In your report you may like to refer to

- specific examples of your professional interactions with your learners
- observations of your colleagues’ professional interactions with learners
- what you have learnt from your colleagues about establishing and maintaining appropriate professional boundaries with learners.

4C. GATHERING OTHER EVIDENCE

- not all descriptors of the standards may be demonstrated in your inquiry
- your mentor / experienced colleague may have witnessed actions or practices you used that could evidence a standard or descriptor - where standards descriptors have not been evidenced in the documentation of your inquiry into practice, this additional evidence can be used
- this section should be completed by your mentor / experienced colleague where you wish to provide additional evidence - specific details of your actions or behaviour need to be documented.

Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.

Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children’s learning.
Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements

Engages with teaching colleagues, professional networks or the broader community

5. EVALUATING THE EFFECTIVENESS OF PRACTICE

5A. ASSESSING LEARNING
Annotated samples of work from my learners and discussion of achievement of learning outcomes
5B. EVALUATING THE EFFECTIVENESS OF PROFESSIONAL PRACTICE