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| Template: evidence of professional practice |

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| PRT name |  | Registration no. |  |  |  |  |  |  |
| Workplace |  |

Inquiry question

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#### 1. Content and context for learning

1a. The education setting context

My learning environment (demographics of the area, primary, secondary, early childhood, location, workplace educational priorities or philosophy)

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1b. The cohort of learners

My class / group of learners (composition, range of learning abilities)

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1c. The focus learners

My focus learners [literacy and numeracy levels, factors affecting learning, relevant personal information (e.g. socialisation / group working skills)]

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What is the link between these learners and my Inquiry question?

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1d. Program of learning (brief overview)

What knowledge and skills am I trying to address in the Inquiry? What curriculum am I using? (attach any annotated planning documents to the end of this template as your evidence)

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1e. Targeted learning outcomes

The learning outcomes I want the learners to achieve. What change(s) would I expect to see in my focus learners after the Inquiry?

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#### 2. The Inquiry question, professional learning and professional responsibilities

2a. The Inquiry question

Why and how did I choose my Inquiry question?

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2b. Professional learning

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

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| **Observation 1** |

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| Date of observation |  |
| Who I observed (colleague’s name and VIT registration no.) |
| Name |  | Registration no. |  |  |  |  |  |  |
| Signature |  |

What I saw / heard / experienced

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What I learned

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How this helps me address my Inquiry

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Professional conversations (based on at least two discussions about the Inquiry)

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| **Discussion 1** |

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| Date of discussion |  |
| Who I talked with (colleague’s name and VIT registration no.) |
| Name |  | Registration no. |  |  |  |  |  |  |
| Signature |  |

What we discussed and what I learned

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How this helps me address my Inquiry

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| **Discussion 2** |

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| Date of discussion |  |
| Who I talked with (colleague’s name and VIT registration no.) |
| Name |  | Registration no. |  |  |  |  |  |  |
| Signature |  |

What we discussed and what I learned

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How this helps me address my Inquiry

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| **Discussion 3** |

A professional conversation on child safety and wellbeing, including maintaining appropriate professional boundaries. *This conversation should be supported by referring to the* [*Victorian Teaching Profession’s Code of Conduct*](https://www.vit.vic.edu.au/media/166) *and any relevant workplace policies or procedures.*

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| Date of discussion |  |
| Who I talked with (colleague’s name and VIT registration no.) |
| Name |  | Registration no. |  |  |  |  |  |  |
| Signature |  |

What we discussed

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2c. Professional Responsibilities report

After your professional conversation (Discussion 3) write a brief report describing

* your legal obligations as a teacher in relation to child safety and wellbeing
* two examples of how you have met these legal obligations
* a reflection on the Victorian Teaching Profession’s Code of Conduct, including how you maintain appropriate professional relationships with learners.

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#### 3. Apply knowledge to teaching practice through action plan

The action plan

Inquiry question

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Informing data

Assessment data, observations, learning plans, learner files, reports / factors affecting learning (e.g. medical reports)

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Professional learning

Learning I will undertake to support the Inquiry

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Purpose of the Inquiry

Knowledge and skills I am trying to address in the Inquiry

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Inclusive practice

How I will cater for

* Aboriginal and Torres Strait Islander learners
* learners who need extension
* learners with disability
* learners who need additional support to access the learning.

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Success criteria

Learning outcomes I want the learners to achieve

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Resources

What I will use to teach the Inquiry

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Strategies

What I will do to deliver the content and skills

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Activities

What the learners will be doing during the Inquiry

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Assessment

Assessment to be done during the Inquiry (allowing for a range of opportunities for learners to demonstrate their knowledge, including annotated learner work samples)

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| Formative | Summative |
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Reflections

Prompts / questions to help guide reflection

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#### 4. Implement your action plan

4a. Observations of practice

Based on a minimum of 3 visits by your mentor or other fully registered experienced colleague

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| **Visit 1** |

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| Date of discussion |  |
| Who observed me (colleague’s name and VIT registration no.) |
| Name |  | Registration no. |  |  |  |  |  |  |
| Signature |  |

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

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| **Visit 2** |

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| Date of discussion |  |
| Who observed me (colleague’s name and VIT registration no.) |
| Name |  | Registration no. |  |  |  |  |  |  |
| Signature |  |

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

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| **Visit 3** |

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| --- | --- |
| Date of discussion |  |
| Who observed me (colleague’s name and VIT registration no.) |
| Name |  | Registration no. |  |  |  |  |  |  |
| Signature |  |

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

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4b. Gathering other evidence

Not all descriptors of the standards may be demonstrated in your Inquiry.

You may need to demonstrate some descriptors outside of the Inquiry - this may include evidence from previous teaching experience as a provisionally registered teacher with your current group or a different group of learners.

Your mentor / experienced colleague may have witnessed actions or practices you used that could evidence a descriptor - where descriptors have not been evidenced in the documentation of your Inquiry into practice, this additional evidence can be used.

This section may be completed by you or your mentor / experienced colleague where you wish to provide additional evidence - specific details of your actions or practice need to be documented.

Please note: you do not need to complete this section if your Inquiry already includes evidence of all APST descriptors.

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#### 5. Evaluate effectiveness of practice

Use these questions to guide you in reflecting on your Inquiry

* Did the assessments of learners demonstrate progress towards / achievement of learning goals? (use your data to explain what progress has or hasn’t been made - annotated learner work samples should be included in an appendix)
* Did changes to my practice improve the learning of my learners?
* How do I know?
* What impact did my Inquiry have on my teaching practice?
* How will I develop my learning further?
* Can I share my learning with others?

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Appendix

Attach annotated evidence that you have collected to demonstrate proficiency against the APST descriptors.

This should be authentic evidence that was gathered during the Inquiry and may include

* work samples
* other assessments
* planning documents
* observation templates
* resources
* meeting notes
* correspondence with parents / carers
* photos, video or audio of learner work.

Please note: one piece of evidence may cover a range of standards – you do not need 37 separate pieces of evidence. You should discuss with your mentor whether the evidence you have included is sufficient to demonstrate proficiency.