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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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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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| **Discussion 3** |

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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.

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| Checklist: APST evidence |

A workplace panel determines whether your evidence demonstrates proficient practice in relation to the APST and their descriptors.

You should be able to demonstrate all 37 descriptors of the APST at the proficient level in your normal teaching practice. In some circumstances you may need to negotiate with leaders in your workplace to ensure there are opportunities to evidence all descriptors.

We suggest you reference where you have provided evidence against the standards using the guide below. This will ensure you have addressed all areas required and now have evidence to support you at the panel meeting.

Please note: this can be used as a record for the recommendation meeting, but is not the recommendation report

#### Standard 1: Know learners and how they learn

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| **Descriptors evidenced** | **Referenced on page no.** |
| 1.1 | Use teaching strategies based on knowledge of learners’ physical, social and intellectual development and characteristics to improve their learning. |  |
| 1.2 | Structure teaching programs using research and collegial advice about learning. |  |
| 1.3 | Design and implement teaching strategies responsive to learning strengths of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds. |  |
| 1.4 | 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 learners. |  |
| 1.5 | Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities. |  |
| 1.6 | Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements. |  |

#### Standard 2: Know the content and how to teach it

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| **Descriptors evidenced** | **Referenced on page no.** |
| 2.1 | Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities. |  |
| 2.2 | Organise content into coherent, well-sequenced learning and teaching programs. |  |
| 2.3 | Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. |  |
| 2.4 | Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages. |  |
| 2.5 | Apply knowledge and understanding of effective teaching strategies to support learners’ literacy and numeracy achievement. |  |
| 2.6 | Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. |  |

#### Standard 3: Plan for and implement effective teaching and learning

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| **Descriptors evidenced** | **Referenced on page no.** |
| 3.1 | Set explicit, challenging and achievable learning goals for all learners. |  |
| 3.2 | Plan and implement well-structured learning and teaching programs or lesson sequences that engage learners and promote learning. |  |
| 3.3 | Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking. |  |
| 3.4 | Select and / or create and use a range of resources, including ICT, to engage learners in their learning. |  |
| 3.5 | Use effective verbal and non-verbal communication strategies to supportunderstanding, participation, engagement and achievement of learners. |  |
| 3.6 | Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning. |  |
| 3.7 | Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children’s learning. |  |

#### Standard 4: Create and maintain supportive and safe learning environments

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| **Descriptors evidenced** | **Referenced on page no.** |
| 4.1 | Establish and implement inclusive and positive interactions to engage and support all learners in learning activities. |  |
| 4.2 | Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks. |  |
| 4.3 | Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully. |  |
| 4.4 | Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements. |  |
| 4.5 | Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. |  |

#### Standard 5: Assess, provide feedback and report on learning

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| **Descriptors evidenced** | **Referenced on page no.** |
| 5.1 | Develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess learning. |  |
| 5.2 | Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals. |  |
| 5.3 | Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning. |  |
| 5.4 | Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice. |  |
| 5.5 | Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records. |  |

#### Standard 6: Engage in professional learning

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| **Descriptors evidenced** | **Referenced on page no.** |
| 6.1 | Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs. |  |
| 6.2 | Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system. |  |
| 6.3 | Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice. |  |
| 6.4 | Undertake professional learning programs designed to address identified needs of learners. |  |

#### Standard 7: Engage professionally with colleagues, parents / carers and the community

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| **Descriptors evidenced** | **Referenced on page no.** |
| 7.1 | Meet codes of ethics and conduct established by regulatory authorities, systems and education settings. |  |
| 7.2 | Understand implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes. |  |
| 7.3 | Establish and maintain respectful collaborative relationships with parents / carers regarding their children’s learning and wellbeing. |  |
| 7.4 | Participate in professional and community networks and forums to broaden knowledge and improve practice. |  |