Evidence guide
Casual relief teacher

MAPPING CASUAL RELIEF TEACHER PRACTICE AGAINST THE PROFICIENT TEACHER LEVEL OF THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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INTRODUCTION

This document is designed to assist provisionally registered casual relief, relieving and relief teachers (CRTs) to understand the types of evidence they can gather in their teaching context to demonstrate the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level.

The (full) registration process requires all provisionally registered teachers to undertake an inquiry into their practice and gather evidence that their practice meets all 37 descriptors of the APST at the Proficient Teacher level. The full registration process is designed to provide for collegial practice and professional observation that supports them to reflect on the effectiveness of your practice.

For a provisionally registered CRT to undertake the full registration process they will need to ensure they have:

- Connected with a mentor / experienced colleague
- Connected with a school / workplace to support them through the full registration process, including establishing opportunities for regular teaching practice / extended time with the same learners
- Discussed with a school / workplace the convening of a workplace recommendation panel

The examples of evidence in this document assumes the above conditions are in place. The examples of evidence reflect a range of different CRTs contexts, including:

- Day to day CRT work
- Short term contracts
- Primary / secondary / early childhood settings

A CRT may be delivering content that has been developed by others. In these circumstances, it is expected that the CRT would annotate the documents to demonstrate how they have adapted for the learners and / or their teaching style.

STANDARD 1 – KNOW LEARNERS AND HOW THEY LEARN

PROFESSIONAL KNOWLEDGE

DESCRIPTORS	EVIDENCE EXAMPLES
1.1 Physical, social and intellectual development and characteristics of learners Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	• Annotated notes in lesson / day plans on why you have had to modify your practice due to discussions with families / carers or guardians at the beginning and / or end of the day regarding their child's learning • Annotated lesson / day plans which specify modifications you have made based on your knowledge of learner's development and characteristics • Annotated lesson / day plans which include a range of teaching strategies to cater for the diversity of learners • Annotated conversations, notes or meeting agendas from working with the usual teacher, specialist teachers, aides or colleagues that have assisted you in selecting teaching strategies appropriate to the learner's physical, social or intellectual development or characteristics • Written reflections / annotations on how you modify your practice or the learning experiences to respond to learner's diverse learning abilities • Written reflections / annotations and analysis on implementing individual learning plans which incorporate teaching strategies selected specifically to address the learner's physical, social and / or intellectual needs • Observation and discussion notes from a mentor / experienced colleague about lesson content and structure that demonstrate a link to identified learners' physical, social and intellectual development and characteristics • Observation notes from a mentor / experienced colleague that describe you modifying your teaching and / or appropriate level of language to suit the developmental stages of learners
1.2 Understand how learners learn Structure teaching programs using research and collegial advice about learning.	• Notes from discussion(s) with colleagues on how best to cater for particular learners • Annotated lesson / day plans which include a range of teaching strategies to cater for the diversity of learners based on current research • Lesson and / or day plans with a variety of teaching and learning activities (e.g. differentiated curriculum, collaborative learning, ICT, high-impact teaching strategies) • Annotated planning documents that reference current education research • Meeting notes with feedback provided by experienced colleagues on your learning programs
1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	• Reflective notes from meetings with other teachers and / or daily organiser to inform teaching strategies in the education setting based on the background information provided about learners • Resources / plans that cater for a range of learners' backgrounds • Notes reflecting on how teaching strategies were modified to be responsive to the backgrounds of learners • Notes from discussion(s) with colleagues from your education setting (including the usual teacher) that you used to inform your teaching strategies / learning programs • Mentor / experienced colleague observation notes or reflections that record how your teaching strategies, design and implementation, were responsive to the needs of the learners due to their background • Explanation of the use of resources and provisions for play / learning that are sensitive to, and inclusive of, diversity • Reflections on participation in professional learning that has enhanced your cultural competence and understanding of diversity • Annotations on lesson / day plans that highlight modifications of strategies / activities after reviewing individualised learning plans of learners

STANDARD 1 – KNOW LEARNERS AND HOW THEY LEARN

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL KNOWLEDGE	**1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners** 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.	• Lesson / day plans that incorporate the use of narrative (for example: texts, films, multimedia and oral histories) to engage Aboriginal and Torres Strait Islander children • Plans for learning that incorporate the use of Aboriginal community members including Elders to explore themes, skills, ideas • Notes from consultations with families / carers or guardians, Aboriginal community members including Elders • Lesson observation notes that reflect management of learner behaviour that is sensitive to Aboriginal and Torres Strait Islander learners • Conversation records from online forums about teaching strategies that are responsive to linguistic backgrounds and histories of Aboriginal and Torres Strait Islanders learners • Hypothetically include an Aboriginal or Torres Strait Islander learner into your planning documents – highlighting how you would cater for this learner if they were in your class
	1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	• Plans for play-based learning that reflect the use of a variety of resources and strategies to support different learning needs • Plans incorporating a range of formal and informal assessment tools to cater for different learning strengths • Learner work samples which demonstrate a range of activities provided to cater for all abilities • Annotated learning activities that demonstrate that differentiated content was used to meet the specific learning needs of learners across the full range of abilities • Collaborative plans for team teaching that supports specific learning needs with specialist staff such as an EAL teacher / Aboriginal Education Assistant / Gifted and Talented coordinator / Learning Support teacher
	1.6 Strategies to support full participation of learners with a disability Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	• Photographs of the learning environment that highlight how the learning environment has been set up to cater for learners with disabilities • Annotated lesson / day plans demonstrating where activities / assessments were modified to cater for learners with disability • Notes from meetings with families / carers or guardians, teacher assistants and / or other colleagues that address strategies to include a learner with disability • Annotated lesson / day plans indicating strategies that address disability policy or legislation in programs and lessons • Reflection and analysis on implementing individual learning plans developed for learners with disability

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL KNOWLEDGE	**2.1 Content and teaching strategies of the teaching area(s)** Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	• Annotated lesson / day plans which highlight links to the curriculum and a range of teaching strategies • Reflective notes on how the lesson from the usual teacher was adapted to engage learners • Sequence of hook in / introduction activities that are used to accompany the usual teacher's lesson / day plans • Relevant resources that have been customised to suit learning needs of learners • Learner work samples that are annotated to show engagement in learning • Reflections on the quality of learner engagement and learning • Meeting notes demonstrating your contribution to collegial planning and preparation of learning program documents
	2.2 Content selection and organisation Organise content into coherent, well-sequenced learning and teaching programs.	• Sequence of hook in / introduction activities that were used to accompany the usual teacher's lesson / day plans • Annotated lesson / unit plans demonstrating how the lesson or unit plans were adapted to organise content and learning activities for a particular teaching style • Lesson / day plans that are developed when no activities have been provided by the usual teacher • Lesson observation and / or discussion notes that show you adhere to timelines and the sequence of the program
	2.3 Curriculum, assessment and reporting Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	• Plans for learning which demonstrate links between content, assessment and the curriculum • Notes / information left for the usual teacher that demonstrate knowledge of relevant curriculum and assessment requirements • Plans for learning which reflect the outcomes of the relevant curriculum • Written reflections on lessons which demonstrate an understanding of relevant curriculum, assessment and reporting policies and support documents • Critical reflections on lesson / day plans for the purpose of refining curriculum delivery and improving learner outcomes • Learner work samples providing feedback to learners demonstrating knowledge of curriculum, assessment and reporting requirements

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT

DESCRIPTORS	EVIDENCE EXAMPLES
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	• Reflections on the impact of undertaking a Welcome to Country ceremony and the discussions that arose with learners afterwards • Notes from excursions / incursions that aim to develop an understanding of and respect for Aboriginal and Torres Strait Islander culture • Photographs of the learning environment that demonstrate the display of plaques and learner work noting that cultural expression should be in consultation with the Aboriginal and Torres Strait Islander Traditional Owners or Custodians of the land on which the workplace stands • Evidence of the engagement of Aboriginal and Torres Strait Islanders speakers • Plans for learning that aim to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages • Learner work samples and displays of learner work which show their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages
2.5 Literacy and numeracy strategies Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	• Observations records that show progression of learning in literacy and numeracy • Plans for play-based learning that include numeracy concepts and language • Resources / activities related to literacy and numeracy to accompany the usual teacher's plans • Annotated lesson / day plans that demonstrate where explicit literacy strategies were used to support learners • Learner work samples linked to excerpts from program or lesson / day plans demonstrating the literacy and / or numeracy strategies used to support learning • Lesson observation notes, emails, records of discussion, file notes, participation in blogs which show you have worked collaboratively with external support, such as EAL teachers and support teachers to meet learner literacy and / or numeracy needs
2.6 Information and Communication Technology (ICT) Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	• Annotated lesson / day plans where ICT has been incorporated to increase engagement and bring more meaning to the content • Photographs of learners engaged in the meaningful use of ICT • Learner reflections which show that ICT resources are relevant and meaningful to learners' needs and interests • Meeting notes from working collaboratively with ICT integrator or support staff, such as lesson observation notes, emails, records of discussion, file notes, participation in blogs

PROFESSIONAL KNOWLEDGE

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

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PROFESSIONAL PRACTICE	DESCRIPTORS	EVIDENCE EXAMPLES
	3.1 Establish challenging learning goals Set explicit, challenging and achievable learning goals for all learners.	• Notes from meetings with families / carers or guardians and / or other professionals to co-develop learning goals for a learner • Analysis of lesson / day plans which articulate explicit, challenging and achievable learning goals for all learners during the lesson • Learner work samples that are linked to lesson / day plans to demonstrate the link between the learning and the goals set • Evaluation of the level of achievement of goals in a lesson
	3.2 Plan, structure and sequence learning programs Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.	• Lesson and / or day plans that display flexibility, logic, sequencing and variety in activities and resources • Observation and discussion notes with a mentor / experienced colleague regarding lesson content and structure which show learners are engaged in interesting lessons • Learner work samples that are linked to the sequence of lesson / day plans and / or teaching and learning programs to demonstrate learner engagement and learning
	3.3 Use teaching strategies Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	• Lesson / day plans which show a variety of teaching and learning activities (including problem solving, critical thinking and creative thinking) • Observation and discussion notes with a mentor / experienced colleague regarding lesson content and structure which show that you have selected a range of appropriate teaching strategies • Reflections on the effectiveness of chosen teaching strategies • Learner work samples which show how you have promoted self-directed work
	3.4 Select and use resources Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	• Critical reflections relating to the use of ICT with learners • Lesson / day plans which show a variety of teaching and learning resources, including ICT, which link curriculum objectives and outcomes • Reflections on the choice and effectiveness of chosen resources • Observation and discussion notes with a mentor / experienced colleague which show that you have selected, created and used a range of resources, including ICT, to engage learners in their learning • Learner work samples which show that learners are engaged in their learning and that a variety of resources, including ICT, have been used • Photographs of the learning environment with annotations of shown resources and why they were selected

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	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**3.5 Use effective communication (with learners)** Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	• Mentor feedback addressing your ability to use effective verbal and non-verbal communication with learners • Lesson / day plans that demonstrate personal literacy and attention to the development of literacy skills of learners to enable understanding, participation, engagement and achievement • Lesson / day plans which show the use of advanced organisers, such as concept maps and visual learning aids • Film / photographs demonstrating the use of verbal and non-verbal communication strategies in interactions with learners • Observation and discussion notes from mentor / experienced colleague which highlight your use of grammatically acceptable and precise language, explains and uses appropriate terms for the level and stage of learners, uses voice effectively and uses a mixture of oral and visual communication strategies
	3.6 Evaluate and improve teaching programs Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	• Records from meetings with experienced colleagues reflecting on teaching, planning and learning • Modified lesson / day plans based on evaluation of evidence, including feedback from learner assessment data • Modified sequence of lesson / day plans and / or teaching and learning programs based on evaluation of evidence, including feedback from learner assessment data • Reflections on learner's learning and how this impacted the selection of teaching strategies
	3.7 Engage parents / carers in the educative process Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.	• E-mails, newsletters and other records of communications with families / carers or guardians encouraging involvement in service activities, decisions, experiences and programs • Records of participation in "parent-teacher meetings" • Reflections on the involvement of families / carers or guardians on an individual learning plan for a learner you teach (ask your mentor / education leader if you can be involved in the development of an individual learning plan for a learner you teach regularly) • Samples of communication with families / carers or guardians, including opportunities for them to give feedback on homework or class newsletters • Records of participation in and preparation for meetings with families / carers or guardians (discuss with education leaders about participating in these meetings with your mentor / usual teacher) • Notes about teaching and learning outcomes for individual learners that you develop for the usual teacher to use with families / carers or guardians

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE TEACHING ENVIRONMENTS

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**4.1 Support participation of learners** Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	• Documented management of learner behaviour including implementation of clear expectations, protocols and / or rules and consequences • Annotated attendance roll which displays your awareness of learners' needs and backgrounds • Observation and discussion notes from a mentor / experienced colleague which demonstrate that you acknowledge and value learner responses, ensure the inclusive distribution of questions and use further questions to draw out answers • Documented examples of positive interaction with learners
	4.2 Manage learning and teaching activities Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	• Lesson / day plans and structures that show effective time management, interactions and education setting movement • Lesson / day plans with clear teaching strategies to promote learner responsibility for learning • Lesson / day plans that show education setting routines are clearly articulated and negotiated, implemented and enforced consistently • Reflections on how you have implemented workplace behaviour management policies
	4.3 Manage challenging behaviour Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	• Lesson / day plans, notes, correspondence or reflections that show implementation of workplace welfare policies • Mentor observations of you utilising a range of strategies to manage learner behaviour • E-mails, letters or notes from conversations and meetings that show follow up on agreed actions with individual learners relating to their behaviour • Discussion notes recording interactions with learners • Annotated lesson / day plans that demonstrate how workplace policies and guidelines on behavioural expectations were implemented in the learning environment

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE TEACHING ENVIRONMENTS

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**4.4 Maintain safety of learners** Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	• Observation and discussion notes from a mentor / experienced colleague highlighting that you implement appropriate safety procedures in the education setting • Annotated planning documents that show implementation of workplace behaviour management and welfare policies and procedures • Documentation recording learner safety concerns • Reflections on the implementation of relevant child safety policies • Records of implementation of hazard checklists and / or risk management procedures • Excursion plans and risk assessments • Lesson / day plans and / or observation notes which show awareness of workplace and / or system requirements in terms of bullying and reporting • Annotated lesson / day plans that illustrate how you ensured the safety of all learners in your education setting • Audio / video recordings of your education setting that reflect your use of inclusive language • Reflections on strategies you have implemented to respond to bullying behaviours in the education setting
	4.5 Use ICT safely, responsibly and ethically Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	• Samples of e-mail and online communications (such as blogs) with learners that model responsible and ethical use of ICT • Assessment tasks that include clear guidelines to learners about plagiarism, referencing conventions and academic honesty • Teaching and learning programs which show explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching (for example, awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty) • Annotated learner work which demonstrates their responsible and ethical use of ICT

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON LEARNING

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL PRACTICE	**5.1 Assess learning** Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.	• Annotated rubrics / marking criteria that provide the learner with formal feedback referencing learning outcomes and objectives • Reflections on informal assessments and how you used them to alter your teaching strategies • Exit passes used to assess learning outcomes / success criteria • Observations, jottings, learning stories or examples of learner's representations of their learning • Learner reflections where they evaluate and assess their own achievements and challenges • Lesson / day plans showing a range of planned assessments and strategies
	5.2 Provide feedback to learners about their learning Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.	• Reflections on verbal feedback provided to learners during the class • Examples of learners' work showing your feedback about their achievement relative to their learning goals • Feedback provided to the usual teacher to pass onto learners • Learners' responses to feedback (e.g. trying again, developing the idea, showing another learner)
	5.3 Make consistent and comparable judgments Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	• Reflections on moderation meetings you have attended (ask your mentor / education leader if you can participate in these meetings) • Learner work samples that have been annotated to reflect the common assessment criteria or rubrics • Reflections on professional learning team meetings you have attended to discuss learner work samples (ask your mentor / education leader if you can attend these meetings)
	5.4 Interpret data from learners Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	• Reflections on modifications to your teaching and learning programs after reviewing prior assessment data • Written explanation of how you have used data provided by the usual teacher or workplace to identify interventions / practices that you have implemented • Plans for play-based learning are analysed, drawing on current theory and literature, to demonstrate modifications for individuals and / or groups as a result of learner observation • Analysis of learner's assessment data identifying strengths and weaknesses and identifying interventions to be used to support their learning
	5.5 Report on achievement of learners Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.	• Reflections on conversations with learners and families / carers or guardians at the end of the day reporting on achievement, referring to work samples or other records • Examples of written feedback through online reporting systems (work with mentor / usual teacher to provide this feedback) • Accurate, reliable and comprehensive assessment records that have been maintained for each learner and used to assist you in reporting to the usual teacher

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING

PROFESSIONAL ENGAGEMENT

DESCRIPTORS	EVIDENCE EXAMPLES
6.1 Identify and plan professional learning needs Use the APST and advice from colleagues to identify and plan professional learning needs.	• Professional learning plans linked to the APST • Certificates or records from professional learning activities that link to the APST • Reflections on professional reading linked to the APST
6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	• Certificates / notes / reflections from participation in professional learning activities to update knowledge and practice (including online professional learning opportunities, such as online courses, blogs and webinars), targeted to workplace and / or system priorities • Annotated articles or professional reading logs with implementation notes for education setting practice • Professional learning plan that contains self-analysis and reflection in relating professional learning to knowledge and practice, targeted professional learning needs and workplace and / or system priorities • Notes from group discussion of professional reading • Annotated articles or professional reading logs with implementation notes for practice
6.3 Engage with colleagues and improve practice Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	• Reflections on practice arising from a professional discussions with colleagues • Notes from discussions with colleagues including feedback aimed at supporting improvement in professional practice • Minutes of professional team meetings relating to professional knowledge and practice • Feedback from mentor / experienced colleagues in constructive discussion around professional practice and knowledge • Professional learning journal where feedback is considered and goals are established • Notes from planning meetings for team teaching
6.4 Apply professional learning and improve learning (of learners) Undertake professional learning programs designed to address identified needs of learners.	• Modified lesson / day plans which incorporate new strategies from professional learning you have undertaken to address identified needs of learners • Reflection on learner's learning and assessment data to inform the choice of professional learning activities • Professional reading log showing reading and reflection undertaken which addressed identified professional learning needs or interests • Professional learning plans which shows a range of professional learning activities that are based on identified professional learning needs • Professional reading log showing reading undertaken which addresses the needs for the diversity of learners that may be encountered

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND COMMUNITY

	DESCRIPTORS	EVIDENCE EXAMPLES
PROFESSIONAL ENGAGEMENT	**7.1 Meet professional ethics and responsibilities** Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	• Annotated behaviour management flow charts which demonstrate how you have complied with your workplace's protocols • Reflections on how you have maintained professional relationships with learners and staff • Reflections on how you have complied with the VIT's Code of Conduct and Code of Ethics • Explanation of how you would respond to a learner wellbeing issue and how your response complies with relevant codes of conduct and ethics • Observation notes of your practice by a mentor / experienced colleague that identifies you have maintained professional relationships with learners • Annotations of how you embody the school / early childhood service's vision and values
	7.2 Comply with legislative, administrative and organisation requirements Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	• Reflections on how you comply with relevant occupational health and safety regulations • Modifications to the teaching and learning program for those with learning needs • Explanations of how your lessons comply with the relevant curriculum • Certificates of completion for relevant professional learning • Risk management plans for excursions or camps
	7.3 Engage with parents / carers Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	• Planning documents for meetings with families / carers or guardians (ask your mentor / education leaders to be involved in these meetings for learners you teach regularly) • Reflections on your involvement in pastoral care programs and your communication with families / carers or guardians about their child's wellbeing • Notes from discussions with families / carers or guardians regarding their child's learning and wellbeing • Written feedback to families / carers or guardians regarding their child's learning and wellbeing • Notes from observations by your mentor (in meetings, during assemblies and community meetings, on excursions, in "parent-teacher meetings") showing that you establish and maintain respectful collaborative relationships through the use of appropriate language, tone and body language • Reflections on the exchange of daily information with families / carers or guardians about the involvement and experiences of their child • Reflections on conversations with families / carers or guardians about their child's family context and the impact this may have on their learning
	7.4 Engage with professional teaching networks and broader communities Participate in professional and community networks and forums to broaden knowledge and improve practice.	• Record of activities undertaken in a professional network • Communication which shows participation in professional and community networks and forums to broaden knowledge and improve practice • Reflections on participation in teacher and professional networking meetings

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