

# Documenting evidence

This is a sample of one teacher's evidence.

It is important to note that evidence may vary significantly from this particular sample due to the context of each school and the practice of each individual teacher.

# EARLY CHILDHOOD INQUIRY

## EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

How can I encourage awareness of healthy eating to parents and the children to ensure change occurs in lunchboxes?



### Checklist

#### Evidence of professional practice for teacher audit

FOR TEACHER AUDIT ONLY: Use this checklist to ensure you have all the evidence required to demonstrate your practice meets the standards of professional practice for (full) registration and you have followed the correct processes.

The following components have been completed and are included in your evidence of professional practice.

##### The process

ACTIVITY	REFERENCED ON PG NO. SECTION
<input type="checkbox"/> 1A: identification of the learners whose learning is your focus	1
<input type="checkbox"/> 1A: identification of learners with disability whose learning is your focus	2, 3
<input type="checkbox"/> 1B: factors that may affect learning (including physical and mental, cultural, linguistic, socioeconomic or religious factors) of those you teach	2, 3
<input type="checkbox"/> 1C: description of teaching content for the program of learning	3, 4
<input type="checkbox"/> 1D: evidence of prior learning	4
<input type="checkbox"/> 1E: learning outcomes for the program of learning	5
<input type="checkbox"/> 2A: identification of an inquiry question	6
<input type="checkbox"/> 2B: identification of your professional learning needs to support your inquiry	9, 10
<input type="checkbox"/> 2B: record of at least one observation of a mentor / experienced colleague's teaching practice	6, 7, 8
<input type="checkbox"/> 2B: record of at least two professional conversations with mentor / experienced colleague	8, 9
<input type="checkbox"/> 2C: report and record of a discussion around your understanding of legislative, administrative, organisational and professional requirements, policies and process relating to child welfare and safety	10, 11
<input type="checkbox"/> 3: an action plan that incorporates <ul style="list-style-type: none"><li>• learning outcomes to be achieved</li><li>• learning resources, practices and activities to be used</li><li>• strategies to develop a safe and challenging learning environment</li><li>• assessment practices and tasks to be used</li></ul>	12-18
<input type="checkbox"/> 4A: details of the implementation of the action plan which include <ul style="list-style-type: none"><li>• dates of at least three mentor / experienced colleague visits</li><li>• summaries and learning from professional discussions related to the visits</li></ul>	18-20
<input type="checkbox"/> 4B: a report reflecting on your professional discussion(s) around how you establish appropriate relationships and maintain professional boundaries with your learners	20, 21
<input type="checkbox"/> 5A: an analysis of the effectiveness of practice in relation to achieving the improvements in learning related to the inquiry question which includes annotated work samples that analyse achievement of learning	22 and 24-30
<input type="checkbox"/> 5B: an analysis of the effectiveness of practice in relation to achieving the improvements in learning related to the inquiry question which includes reflection on what had been learned and implications for future teaching practice	22, 23

## 1. Content and Context for Learning

### 1. A) The learners

*My Learners and the reason(s) I selected them (including those with disability)*

Our Kindergarten is located in a very diverse community with the majority of children in attendance coming from low socio economic backgrounds. Many of the different cultural backgrounds of our families include the Middle East, Asia and Australia. These backgrounds influence the dynamic needs and skills brought into the setting by each child.

Our kinder program operates Monday, Tuesday and Thursday from 9am - 2pm and is run by myself with the help of a kinder assistant. We have 2 volunteers from ARDOCH during two separate sessions per week that run a literacy program for the children. We also have a Preschool Field Officer who has visited twice to observe and provide strategies and future steps to manage and support three of our children.

Currently the program consists of 22 children; 14 boys and 8 girls. All of whom are between the age of 4 and 5 years old and bring their own uniqueness and interests.

Since term 2 I had really begun to notice the food in some of the children's lunchboxes as they contained sugary treats more than real substance. Although there have been a number of children whose lunchboxes contain a variety of nutritious foods, it is evident through my observations this area of need to further inform families and children of the importance of healthy eating, what this looks like and how to achieve it. Therefore, all the children in the group could benefit from this inquiry. I have identified 8 children as having extremely unhealthy lunchboxes who I will focus on as well as the rest of the group, I aim to try and improve everyone's diet at kinder through a variety of activities and discussions.

I have set a goal to encourage children to want to eat healthy and families to provide healthy foods in their child's lunchbox. I plan to create experiences that are accessible to families and are fun and interactive for them and the children as we equip them with the knowledge and understanding of the benefits of eating healthy.

### 1. B) Learning context

*The range of learning levels of my selected learners, and how I know this.*

Based on observations as well as professional meetings and feedback from a consultant, the group of children consists of a diverse mix of cultures and learners. The set outcomes are challenging however achievable for every learner based on their individual ability to

learn. To cater for the varying learning styles, I've taken into consideration Howard Gardner's theory of Multiple Intelligences.

- There are children who are strong visual learners, they respond well to visual aids such as picture books and pictures of foods. They tend to ask a lot of questions based off of what they see more than hear.
- Some of these children are kinesthetic learners also and learn best through being able to engage hands on and through touch. They have shown great interest in sensory experiences and always wanting to touch and hold things.
- There are a few children who are intrapersonal and prefer solitude or independent play. These children are often playing alone or around others without much engagement. Therefore I aim to provide experiences for independent learning.
- All children are between the age of 4 and 5 years old however one child is developmentally delayed across all areas and sometimes requires extra guidance and scaffolding. This child is a kinesthetic learner and enjoys visuals; she likes to be part of a group.

#### *Factors affecting learning of my selected learners and how I address these in my planning.*

Through further discussions with families/colleagues/the consulting company and through observations, combined with prior knowledge, some factors I've discovered that may affect teaching and learning include:

- Allergies:  
One child is allergic to kiwi fruit and rock melon. I will ensure this fruit is not brought/eaten at kinder to ensure this child's safety.
- Frequency of attendance:  
There has been at least one child away every day of kinder this term which means someone will miss out on that day's activities and learning. In my planning I will ensure the activities I implement can be carried out for at least that entire week.
- Language barrier:  
There are 2 families who do not speak or understand much if any English. I plan to get a few sentences/instructions translated into their spoken language so these families will still be able to participate. There are also another 9 families whose second language is English however they don't require a translator.
- Child with diagnoses:  
A 5 year old girl with a diagnosis of ADHD, O.D.D and Anxiety Disorder is limited to a small variety of foods that are not healthy as she is extremely picky. She has caused herself to vomit in the past if she eats too much or too fast. To ensure her

health and well-being I plan on talking to her family about healthy eating choices and ensuring she can still engage in the programs activities.

- **Maturity level:**

One 4 year old is still very immature and young for his age. He has a love of chocolate and basically anything unhealthy, however is determined to convince us that sweets and chocolates are good and rejects anything we offer about healthy eating.

- **Cultural backgrounds and beliefs:**

Due to the multicultural backgrounds of our families (9 different countries), I understand some families may have specific traditions or live by their cultural eating habits and may not be open to change; all I can do is advocate without pushing and show respect.

To cater for this diverse range of needs and abilities within the group, I will include a range of learning activities based on their learning styles so they have the best chance to learn and enjoy learning. In my planning I will ensure every child and their family can participate as it is aimed at everybody in the group.

## 1. C) 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).*

The content for my program of learning is shaped by the principles embedded within the National Quality Standards (NQS), the learning outcomes within the Victorian Early Years Learning and Development Framework (VEYLF), and my own pedagogy stemming from the Australian Professional Standards for Teachers (APST).

I'm able to identify the levels of learning and development through constant observations, discussions and reflections, and from these observations and the frameworks, I'm able to provide a quality program that meets the needs of the individual child. It provides me with evidence of learning progression and children's interests, which forms content for future program planning. My observations also provide assessment evidence for supporting developmental learning against each outcome within the framework. The program is reflected on and altered as needed according to the observed interests and knowledge of each child and the progress shown.

In my planning, for the purpose of my inquiry topic along with recognising the importance of Aboriginal culture, the children will be provided with the opportunity to learn about

Aborigines and their cultural foods. The use of ICT will be incorporated through use of the Kinder IPad to take photos of their healthy eating, being able to share this photo and their learning with their families. Literacy engagement will be encouraged through the use of related books, posters and pictures, name recognition to complete an activity, and numeracy through counting when appropriate, whole group picture graphs recording children's favourite healthy food items and a fruit and vegetable matching board.

### 1. D) My evidence of prior knowledge of learners

Term 2 observations brought to my attention a need for children and their families to become more aware about healthy eating. Realising this as something I wanted to address was determined through seeing each child's lunchbox and what they were eating each session.

It was evident which families were conscious about healthy eating through the foods they were sending their child to kinder with, I could also identify families that perhaps didn't understand or know good healthy eating habits.

Through discussions with some of the children, I gathered knowledge of what they were aware of in regards to healthy foods. Some of the children displayed a fairly good understanding of the basics; the ability to identify certain fruits and vegetables, picking the healthy things out of their lunch boxes and labelling unhealthy foods they have had. However many of the children didn't understand what was healthy in their lunchboxes and good for them; they identified these foods (if they had any) as 'yuck' or would leave them untouched viewing them as bad for you because they didn't like the look.

After discussions with a colleague, I was put in touch with a contact from a consulting company to assist with some ideas to begin improving this issue. We decided to start with a checklist/tally to highlight exactly which children were eating healthy and which weren't and also to what degree. Over the course of the first week (in term 3) I undertook this survey without any implementation or encouragement of healthy eating. It gave me the basis of understanding their eating habits at kinder and a set of results to be able to compare with later ones. Overall, this baseline data with the information I already know about their learning and development, has given me an understanding of what the children know and therefore a starting point to further learning.

### 1. E) Learning outcomes for the program of learning

Victorian Early Years Learning and Development Framework (VEYLFD):

**Outcome 2: Children are connected with and contribute to their world**

2.2 Broaden their understanding of the world in which they live.

2.2 Express an opinion in matters that affect them.

All children will have the opportunity to attend an excursion to our local supermarket store for a guided tour of the store, focusing on healthy fruits and vegetables.

**Outcome 3: Children have a strong sense of wellbeing**

3.2 Show and increasing awareness of healthy lifestyles and good nutrition.

**Outcome 4: Children are confident and involved learners**

4.1 Are curious and enthusiastic participates in their learning.

4.4 Experience the benefits and pleasures of shared learning exploration.

**Outcome 5: Children are effective communicators**

5.1 Contribute their ideas and experiences in play, small and large group discussions.

**National Quality Framework (NQS):**

**Quality Area 1: Educational program and practice**

**Quality Area 2: Children's health and safety**

**Quality Area 5: Relationships with children**

**Quality Area 6: Collaborative partnerships with families and communities**

**My plan for...*****Learners who need extension beyond the general learning***

- Ask these children challenging questions during small and whole group discussions.
- Allow these children the chance to share their ideas and knowledge on the matter to others.

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

- Model a learning activity and provide clear and short explanations surrounding it.
- Scaffold their learning as needed per child.
- Start with simpler questions to increase their confidence.
- Allow engaged children a simple role in assisting me to, for example, turn the pages of a book.

## 2. The Inquiry Question

### 2. A) The inquiry question

*My inquiry question and how it relates to improved learning*

How can I encourage awareness of healthy eating to parents and the children to ensure change occurs in lunchboxes?

The aim is for children to have a wider knowledge of a variety of foods and be able to determine which ones are good for your body and which are a 'sometimes' item. It also aims to improve relationships and therefore communication with families. Hopefully families can become more aware of the dangers of sugary foods and help their children to eat healthier, and we're encouraging the children to share what they learn at home.

This inquiry topic coincides with a visit from the dentist and surrounding lessons, and an excursion to the local supermarket for a guided tour.

### 2. B) Professional Learning

*When I've observed the teaching practice of others*

**Date:**

12<sup>th</sup> August 2018

**Who/what I observed:**

KT (Kindergarten Teacher)

I observed the 4-5 year old kinder program from 8:45am for a few hours.

**What I saw/heard/experienced:**

I was present for the drop off at the commencement of the program where the educators welcomed families in. Families signed their children in while the children put their lunchboxes away on a trolley then went to wash their hands. After washing their hands and saying goodbye to parents/carers they went and sat on the mat. I noticed some educators making conversation with a few of the families, while another educator sat on the group mat with the children and waited.

When nobody else appeared to be arriving, the educator on the mat started group time. She asked the children about the day of the week and what the weather was. When the children had a good guess she put the correct day on the chart. She then explained that the morning would be a bit different due to a visit from a child protection organisation so they would go outside first. The children then made their way outside for free play.

The children spread themselves out across the dirt pit, sand pit, bike/cubby area, swings, playground and blocks on the mat under cover. They all seemed to engage well in play with friends, by themselves, or with an educator. The educators were getting a few things out of the shed, pushing children on the swing, walking around with some of the children, and talking to other educators.

After a while the children were called to line up at the door, they went inside and sat down on the mat for a presentation from the visiting organisation. KT and another educator had to sit with a couple of children who couldn't seem to sit still and listen. The children kept moving spots and the educators moved with them to make sure they wouldn't disturb anyone else. KT also asked the child she sat with a question about what was going on to retain attention and minimise movement.

At around 10:30am they had progressive morning tea. KT wheeled out the trolley containing their lunchboxes, along with their water bottles, so the children could come and sit on the outside mat while they ate, if they wanted to, otherwise they could continue with outdoor play.

I also noticed they have a recycling bin inside and a compost bin next to it, and a compost bin out in the yard next to a garden bed.

### **What I learnt:**

Sitting with children and asking them questions or pointing things out is a good way to engage them during group activities run by others.

Getting each child to wash their hands upon arriving to kinder is a great way to get rid of any germs they bring from outside.

Starting the session with a group time is not a bad idea for school preparation as they will generally have to sit upon arriving at school.

They have three different coloured bins, one for paper and recyclable items, one for fruit and veg scraps, and a general waste bin. They were all next to each other however were very clearly labelled so you'd know what goes in each, the children also seemed to know how it worked.

### **How does this help me address my inquiry?**

Seeing how straight forward these systems appears to be, it provides me with a good basis for implementing the same thing at kinder. This would lead to educating the children on how we can recycle to help our world, and start composting using our fruits and veggie scraps.

### *Professional conversations*

Professional Conversation 1:

**Date:**

June 2018

**Who I talked with:**

SM (Consulting Company Facilitator)

**What we discussed:**

SM and I met and I explained my observations with the children and families in my group. I talked about what I was seeing in most of the children's lunchboxes and how that really needed to change due to all the benefits of healthy eating. We discussed the need for improvement and how we could do this involving families as well as children, encouraging further communication.

**What I learnt and how it helps my inquiry:**

I am going to start by bringing awareness to the importance of healthy eating and start to get families thinking about if they are providing any healthy foods for their child to eat. I'll record a tally of current communication with families. Simply noting down when parents/carers bring up conversation regarding healthy eating or my implementations towards it, also noting down any communication at all to be able to identify if the strategies enhance interaction. I'll also record a tally of what's currently in children's lunchboxes. Another simple checklist noting down next to each child's name whether they have bought any fruit or vegetable to kinder that day. Completing this checklist at snack time when their lunchboxes are full, also noting down which healthy foods they have to be able to identify any change. And lastly we discussed a system to get parents involved and thinking about their child's healthy eating intake. On three jars I will stick a picture of three different fruits one week, vegetables the next week, and healthy lunch items the third week. Parents/carers will choose their child's favourite item of the three options by placing a table tennis ball into the corresponding jar. I will get these questions/instructions translated into other relevant languages also for those families that have English as a second language.

Professional Conversation 2:

**Date:**

17<sup>th</sup> August 2018

**Who I talked with:**

RF

**What we discussed:**

RF and I chatted for a couple of hours today about how my sessions and group of children are going and how I'm going. We then talked about everything I need to get done to apply for full registration; we went through the list making sure we were both aware of everything I have to complete. We stopped on a few points I wasn't sure how I was going to do to meet those areas and we discussed how I could, RF gave me a few great ideas on ways to incorporate ICT and Aboriginal culture into my program relating it specifically to my inquiry topic. We also booked in some dates for RF to observe my practice. RF also suggested making a poster like page with photos of the children eating healthy and the children taking photos of their lunchboxes to then take home and show their families, to extend on our excursion to the supermarket and further promote healthy eating to families boosting the children's interest in wanting to eat healthy foods.

#### **What I learnt and how it helps my inquiry:**

I've decided to incorporate the use of our kinder IPad into the program where the children can take photos of their lunchboxes. I will take photos of them eating health foods; create a poster with these two photos and some healthy eating tips to give to the children to take home. To include Aboriginal culture I will set up an experience that highlights the types of healthy foods they consume and where they source their food, along with other natural materials and pictures that represent Aboriginal culture.

*Other professional learning I undertook to support my learners in relation to my question for inquiry (including PD in relation to my learners with a disability)*

#### **Professional Development: 'Creating Positive Educational Settings for Children with a Disability (Early Childhood)'**

This Professional development provided information and some great ideas to creating an inclusive environment to support all children. It equipped me with a few ideas to engage all my learners in the attempt to promote and encourage healthy eating, such as:

- ❖ To focus children with challenging behaviour, use visual aids everywhere possible so they can visualise the duration of the learning activity. It will also highly benefit those visual learners as visuals last longer than verbal language. Therefore I aim to provide images in my Aboriginal experience set up, picture books, matching fruit and vegetable picture game, stickers, certificates with images of the children eating healthy and photos they've taken of their healthy food, and pictures for the family involvement section (with the table tennis balls and jars).
- ❖ It reiterated the role of the child in play and therefore in this inquiry learning, no matter their ability, every child is there to have fun, learn, grow and develop.
- ❖ Adapt to the children's needs so they can attend and listen and so that activities are based on their developmental level, interests and needs. Therefore I will ensure

my planning is related directly to the group of children's abilities and interests so that effective learning can occur naturally.

### **Professional Development: 'Making your Kindergarten Koorie Inclusive'**

This professional development session provided me with some in depth knowledge of Aboriginal culture. Learning about the history of Aboriginals and the way they live has given me some ideas about how to incorporate Indigenous culture into my inquiry topic. I aim to set up an experience where children can explore the Aboriginal culture through lots of visual resources including photos of Aboriginals finding food (when the fish to catch food and dig to find seeds etc.) and pictures of different types of food they eat. Along with pictures of Aboriginal people, a painted boomerang and natural materials such as wood, stones, water etc. to explore and increase cultural understanding.

## **2. C) Maintaining Child Safety and Welfare**

*A brief report describing an overview of your understanding of your legislative, administrative, organisational or professional requirements, policies and processes relating to child safety welfare, including how you will ensure ethical, responsible and safe use of ICT in learning and teaching. Focus on requirements most relevant to your teaching context.*

It is my understanding that I have the responsibility to protect and maintain the safety and well-being of the children in my care. My program planning and implementation, observations and reflections reflect that of our child welfare and safety policy through positive practices in various management strategies in group and individual learning, and through specific experiences aimed at improving child well-being and development.

Earlier in the year I completed a module under the Victorian Education and Training in regards to "Protecting children - mandatory reporting and other obligations for the early childhood sector." I am aware of, and do my best to uphold my responsibilities as an early childhood educator within my program and practice under the Australian Professional Standards. Since then I have developed critical incident and safety plans for several children I have identified as either at risk or with behavioural issues that impact their well-being, safety or development. Several of these children who have been identified as at risk I have referred to various organisations and specialists that can further aid their development and cater to their individual needs; including Early Childhood Early Intervention (ECEI), speech therapy, Gateways Support and Bethany Connect-Up Support.

In my role I document observations of children's discussions and actions that raise concerns in regards to their safety and well-being. My role is to then report issues or

incidents to appropriate personnel, these include the director and child protection and a case worker if the child has one. I have done this via emails, phone conversations and formal conversations in person.

Another responsibility of mine is to ensure safe and responsible use of ICT within learning and teaching. In my inquiry topic I took the opportunity to incorporate the use of the kinder IPad for the children to take a photo of their lunchboxes, to further encourage healthy eating. There was no risk involved as I monitored each child when they simply took a photo.

### Professional Conversation on Child Safety and Welfare:

#### **Date:**

Wednesday 21<sup>st</sup> November 2018

#### **Who I talked with:**

NC (Registered teacher and Support worker)

#### **What we discussed:**

NC and I were discussing two children in particular in my kinder program that I have referred to NC to provide further assistance with their well-being and development. I was filling her in on what their behaviour had been like that week and a couple of things I had noticed that I believe are showing neglect and potential harm towards others. I had finished talking to the director about my observations and what my next step should be. NC was able to look into some past occurrences within the home situation of the children to provide some potential reasoning behind the issues, allowing me to be more aware and understanding of the situations. With this information and talking to NC and the director we all came to the conclusion that it was necessary to notify child protection. I have taken away from this discussion not to take anything lightly or to let issues go after writing them down thinking it isn't anything serious, no matter how small it is it is worth talking about, at least to the director or NC again before calling child protection if it concerns children's safety and welfare.

## 3. The Action Plan

### **The Action Plan**

Documentation of

- My action plan to address the learning outcomes arising from my questions 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.

**My action plan to address the learning outcomes arising from my questions for inquiry, including timelines and activities:**

My inquiry topic ran smoothly for 6 weeks, there was no plan of sticking to a specific time frame in the beginning as I was going to let it run for as long as I felt needed to achieve my goal of bringing awareness to the subject of healthy eating enough to see some change in children's lunchboxes. The sticker chart is still going on now with the children to continue encouraging healthy eating. Learning progression will be assessed through a daily checklist which records the contents in each child's lunchbox and also any family communication. These will be recorded before, during and after implementation of a variety of experiences aimed at improving and encouraging awareness of healthy eating.

Week One	Week Two	Week Three
<p><b>Learning Goal:</b> To gather baseline data of children's lunchbox contents.</p>	<p><b>Learning Goal:</b> To increase communication with families. For children to engage in discussions about how they can make healthy choices (LO 5.1) For children to begin to take responsibility for their own health in regards to the foods they eat (LO 3.2)</p>	<p><b>Learning Goal:</b> For families to show increase awareness of healthy food choices by packing healthy foods in their child's lunchbox. For children to engage with and explore the traditions of healthy foods within Aboriginal culture (LO 2.1 and 2.2)</p>
<p><b>Experiences/Activities:</b> <b>Teacher Action:</b> Complete daily checklist of the healthy foods in each child's lunchbox. Write what fruits/vegetables each child brings, a dash for none and 'Abs' for absent children (see Appendix 1)</p>	<p><b>Experiences/Activities:</b> <b>Teacher Action:</b> Complete daily checklist of the healthy foods in each child's lunchbox. Write what fruits/vegetables each child brings, a dash for none and 'Abs' for absent children (see Appendix 1)</p>	<p><b>Experiences/Activities:</b> <b>Teacher Action:</b> Complete daily checklist of the healthy foods in each child's lunchbox. Write what fruits/vegetables each child brings, a dash for none and 'Abs' for absent children (see Appendix 1)</p>

	<p>Begin to hand out a certificate to one or two children who have displayed a healthy lunchbox (see Appendix 6).</p> <p><b>Family Involvement:</b></p> <p>Write the question "what is your child's favourite fruit?" in English and other relevant languages, next to three jars with pictures of different fruits on them. Families can take a table tennis ball from a container and place it in one of the jars. Each session this week I will change the pictures of fruits on the jars (see Appendix 3).</p> <p><b>Child Involvement:</b></p> <p>The children can engage in a picture graph during group time, each child can take their name written on a sticker and place next to a picture of their favourite fruit (see Appendix 4).</p> <p>I will read a story during group time and engage the children in a discussion on what is healthy and what is not (see Appendix 5).</p> <p>Children can also engage in a fruit/vegetable matching board, using small pictures of various fruits and vegetables to match and stick to a board (see Appendix 10).</p>	<p>Hand out a certificate to one or two children who have displayed a healthy lunchbox (see Appendix 6).</p> <p><b>Family Involvement:</b></p> <p>Write the question "what is your child's favourite vegetable?" in English and other relevant languages next to three jars with pictures of different vegetables on them. Families can take a table tennis ball from a container and place it into one of the jars. Each session this week I will change the pictures of vegetables on the jars (see Appendix 3).</p> <p><b>Child Involvement:</b></p> <p>The children can engage in a picture graph during group time, each child can take their name written on a sticker and place next to a picture of their favourite vegetable (see Appendix 4).</p> <p>The children can engage in an Aboriginal exploration experience. A table set up with Aboriginal materials for imaginative play and discovery (see Appendix 9).</p> <p>Children can continue to engage with the matching fruits and vegetables board (see Appendix 10).</p>
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<b>Resources:</b> <ul style="list-style-type: none"> <li>- Checklist template</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>- Checklist template</li> <li>- 3 jars</li> <li>- Table tennis balls in a container</li> <li>- 9 different pictures of fruits</li> <li>- Small blackboard and a piece of chalk</li> <li>- Translation of questions into relevant languages</li> <li>- Certificates</li> <li>- Fruit/vegetable matching cards and board.</li> <li>- "Let's talk about healthy eating" book.</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>- Checklist template</li> <li>- 3 jars</li> <li>- Table tennis balls in a container</li> <li>- 9 different pictures of vegetables</li> <li>- Small blackboard and a piece of chalk</li> <li>- Translation of questions into relevant languages</li> <li>- Certificates</li> <li>- Boomerang, rocks, stones, pretend water, natural cloth, pictures of Aboriginal people and food.</li> <li>- Fruit/vegetable matching cards and board.</li> </ul>
<b>Formative Assessment:</b>	<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>- Are the children actively listening, responding and engaging appropriately during the story?</li> <li>- Are the certificates going to motivate children to want to eat healthy?</li> <li>- Are families willing to participate in the table tennis ball survey?</li> </ul>	<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>- Are children engaging in Aboriginal exploration?</li> <li>- Have any families communicated more?</li> <li>- Can children identify fruits and vegetables on the matching board?</li> </ul>

<b>Week Four</b>	<b>Week Five</b>	<b>Week Six</b>
<p><b>Learning Goal:</b>  For families to show increase in awareness of healthy food choices for their child's lunchbox.  For children to use ICT to investigate and reflect on</p>	<p><b>Learning Goal:</b>  For children to have healthier foods in their lunchboxes.  For children to continue taking responsibility for their own health and well-being through making healthy choices in everyday life (LO 3.2)</p>	<p><b>Learning Goal:</b>  For children to have healthier foods in their lunchboxes.  For children's understanding of the community and world in which they live to be extended on (LO 2.2)</p>

<p>what they already know (LO 4.4 and 5.5)</p> <p><b>Experiences/Activities:</b></p> <p><b>Teacher Action:</b></p> <p>Complete daily checklist of the healthy foods in each child's lunchbox. Write what fruits/vegetables each child brings, a dash for none and 'Abs' for absent children (see Appendix 1)</p> <p>Hand out a certificate to one or two children who have displayed a healthy lunchbox (see Appendix 6).</p> <p><b>Family Involvement:</b></p> <p>Write the question "what is your child's favourite lunch item?" in English and relevant languages next to three jars with pictures of different lunch items on them. Families can take a table tennis ball from a container and place a ball into one of the jars. Each session this week I will change the pictures of lunch items on the jars (see Appendix 3).</p> <p><b>Child Involvement:</b></p> <p>The children can engage in a picture graph during group time, each child can take their name written on a sticker and place it next to a picture of their favourite lunch item (see Appendix 4). Children can continue to engage in the Aboriginal exploration experience and the matching board.</p> <p>Read "Did Roy Royce make a healthy choice?" story and question the children about</p>	<p><b>Experiences/Activities:</b></p> <p><b>Teacher Action:</b></p> <p>Complete daily checklist of the healthy foods in each child's lunchbox. Write what fruits/vegetables each child brings, a dash for none and 'Abs' for absent children (see Appendix 1)</p> <p>Hand out a certificate to one or two children today who have displayed a healthy lunchbox or who are showing an increasing knowledge of healthy eating (see Appendix 6).</p> <p><b>Child Involvement:</b></p> <p>Get each child to take a photo of their lunchbox, incorporating the use of ICT via the kinder IPad.</p>	<p><b>Experiences/Activities:</b></p> <p><b>Teacher Action:</b></p> <p>Take the children on an excursion to the local supermarket to learn more about a rainbow of fruits and vegetables (see Appendix 11).</p> <p><b>Family Involvement:</b></p> <p>Families are welcome to come along on our excursion and help out.</p> <p><b>Child Involvement:</b></p> <p>Children attend excursion to supermarket. Children are able to fill in their activity pack received on the excursion and also eat the fruit they are given when they return. Children can take one fruit/vegetable sticker and stick it next to their name on our group sticker chart each time they bring a fruit or vegetable kinder and eat it. This sticker chart will continue until the end of the year to continue to encourage healthy eating (see Appendix 7).</p>
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<p>whether or not the character is making healthy choice or not and why (see Appendix 5). Get each child to take a photo of their lunchbox, incorporating the use of ICT via the kinder IPad (see Appendix 8).</p>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Checklist template</li> <li>- 3 jars</li> <li>- Table tennis balls in a container</li> <li>- 9 different pictures of lunch items</li> <li>- Small blackboard and a piece of chalk</li> <li>- Translation of questions into relevant languages</li> <li>- Certificates</li> <li>- Boomerang, rocks, stones, pretend water, natural cloth, pictures of Aboriginal people and food.</li> <li>- Fruit/vegetable matching cards and board.</li> <li>- "Did Roy Royce make a healthy choice?" book.</li> <li>- Kinder IPad.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Checklist template</li> <li>- Certificates</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Large butchers paper</li> <li>- Black marker</li> <li>- Fruit/Vegetable stickers.</li> <li>- Excursion bag</li> </ul>
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- Are the children actively listening, responding and engaging appropriately during the story?</li> <li>- Can children use the IPad to take photos?</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>- Are the certificates motivating children to want to eat healthy?</li> <li>- Is there still communication between families?</li> </ul>	<p><b>Formative and Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>- Is this strategy (the sticker chart) going to encourage children to want to eat healthy?</li> <li>- How does the checklist from week 5 compare with that of week one?</li> </ul>

Learning outcomes modified for particular learners and reasons for this:

Learning outcomes were achievable as the program was designed within the children's interests and the learning environment was modified or adjusted as necessary to challenge their learning through their ideas and opinions.

- For some children who have a hard time recognising their names, I put a little picture of them next to their name on our sticker chart so they could still participate.

**Specific learning resources, practices and activities I used to support learners, including those I used to meet individual learning needs:**

- Management strategies are included in the program to promote positive engagement. This is done through conversations before, during and after a story - children demonstrate their comprehension of a text through discussions and questioning (LO 5.3). The stories have been included to promote thinking, engagement and provide understanding.
- Children use ICT in the form of the kinder IPad to take photos of their lunchboxes (LO 5.4).
- Stickers and our sticker chart to keep a visual record of children's progress.
- Table tennis balls, jars, pictures of healthy foods, another way to collect data from families.
- Fruits and vegetables picture board with cards for children to match the cards on the board, to further enhance their knowledge of healthy foods in an interactive, hands on way.
- Two different books to provide opportunity to discuss healthy and unhealthy choices; further enhancing children's awareness.
- Certificates to reinforce a sense of awareness and achievement to be eating healthy or displaying knowledge of healthy eating.
- Having a consistent routine initiated with the table tennis balls, jars and pictures of healthy foods for families to continue engaging with each day.
- Continuously promoting healthy eating by questioning children and engaging in discussion when they show me what's in their lunchboxes or talk about food they like or ate at their birthday party or on the weekend etc.

**Assessment tasks I used to assess learning and provide formative and summative feedback to learners:**

Children engaged in discussions, promoting comprehension and verbal communication amongst the whole group. They also demonstrated their concentration, attention and listening skills as they contributed to discussions about stories and activities throughout group times and small and independent play. This was noted in my observations along with

children's interests and level of understanding. Visual rewards were put in place for positive engagement (sticker chart, certificates). This is used to reflect on learning progression during group time activities, eating time and setting further goals. My main form of assessment to gather data and compare results was the checklist I used to record children's lunch box contents from week 1 until week 5. I also recorded family communication to be able to see if it had increased.

### **Where I have applied my new knowledge to my teaching practice:**

Through the professional development I have undertaken as well as my knowledge of my learners needs, abilities and interests, I have been able to plan an appropriate program of learning intended at improving awareness of healthy eating in a fun and interactive way. My knowledge shown through my program is noted in my action plan and the appendices at the end of the document.

#### **4. Implementing your Action Plan**

##### **4. A) Providing feedback on the action plan**

Mentor visits - date: 22-10-18, 25-10-18, 13-11-18

Summary of discussion and actions arising:

#### **Summary**

During RF's visits she commented on how well I interacted with parents upon arrival and the effectiveness of the children's sign in sheet, encouraging name writing and identification with an assistant helping their attempts. RF mentioned that the font I used on the sign in sheet might be a bit tricky with the look of the letter 'a' not appearing as we teach children to write it.

She gave feedback on how settled the children appeared first thing in the morning on the mat with a great range of activities to engage all children. RF thought it was an excellent prompt to use photos of their faces for place markers on the mat. She also thought my mini 'Zones of Regulation' lesson and discussion on "when I feel angry..." was great as it showed how familiar the children are with the different zones/colours. She also noticed how highly engaged the children were during the morning songs showing comfortability in the routine.

RF commented on the learning environment as a beautiful and intentional set up of the space and activities where the children were highly engaged and enjoying craft activities

and dramatic play areas. She also commented on the modelling I did of a craft activity which embedded a lot of skill including colour, shape, order etc.

Another point RF made was to continue working on using more BSEM/Jo Lange language when possible, for example "I'll start when all eyes are looking at me."

RF said the amount of time for the group times was perfect-short and sharp, and the use of music as a prompt to start putting activities away was great, and she was able to see how familiar with the routine they are. RF also mentioned that the name recognition cards to transition children off the mat was a great identification activity. She noticed behaviour management and expectations had great consistency between me and the assistant educator for example when we both reinforced the rule "walking feet, back to the mat and try again."

On her second visit RF could see how highly organised and prepared I was for the special "circus morning" we had going on. She was impressed to see lots of reinforcements with "walking in a line, walking through the gate." Whilst on our excursion through the gate into the family centre RF noticed lots of roving and monitoring of the children throughout the special activities and that behaviours were dealt with quickly and consistently when needed.

RF noticed how great it was to see several children point out to an adult that they were going to "make a healthy choice" at the food table. One child she saw pointed out the "healthy choices" he was making...an apple, a piece of watermelon. RF said a great follow up conversation would be whether or not cheese is a healthy option as this child had inquired about it.

When leaving the excursion RF was glad to see clear instructions were given and all the children were happy to line up and head back into the kinder yard. RF said it was a fantastic morning overall full of new and fun experiences.

On her last visit she talked more in regards to my inquiry topic of improving healthy eating, RF said the healthy eating chart we've got going is a great reinforcement of healthy eating where the children were eager to put their stickers on the chart and counting how many they have. We spoke about how it has made such a difference in their lunchboxes.

Receiving RF's feedback was very beneficial and allowed me to reflect on how the session went overall with these notes. Hearing a couple of things to change and have a think about implementing will help me improve further, and hearing such positive notes on the overall session, the learning that happened and behaviour management was confidence boosting and nice to hear from another professional that I'm doing a great job.

## Action

Change the font of the children's sign in sheet to make sure each letter looks the same way children learn to write it. Also try to use more language picked up from the Jo Lange PD such as "I'll start when all eyes are looking at me" and picking out the children doing the right thing on the mat to use as an example. Continue implementing the sticker chart.

## 4. B) Maintaining professional relationships

*A brief report reflecting on your professional discussions around how you establish appropriate relationships and maintain professional boundaries with your learners.*

In my day-to-day work I maintain respectful and appropriate relationships with my learners, parents/carers and colleagues through acting compassionately, working cooperatively, and putting my learners' best interests first. Through observations I'm aware of each child's learning style, how and when they learn best and their individual abilities. Based on this knowledge and understanding I have been able to implement experiences where all my learners can increase insight and recognise their improvements through appropriate scaffolding.

An example of an interaction I had with a child was during snack time one of the children came up to me to show me his lunchbox, proud to point out the fruit he had inside. I had commented on how yummy it looked and how good it was going to be for him to eat, he smiled and then pointed at a small donut he also had and said that it isn't good and we should only eat it sometimes. I was so impressed at this comment I told him he was absolutely right it was a sometimes food. The smile on his face as he walked off was priceless. I knew this child would respond well to positive feedback and would be further motivated from it to continue wanting to eat healthy and share this with others.

I recognise my learners come from a range of diverse cultural contexts and I have been able to work collaboratively with my learners families through lots of verbal and written communication some of which I've been able to have translated into other relevant languages for several families whose second language is English; another reason why I included visuals throughout my inquiry learning. I take their perspectives into consideration when planning my program based on comments they make, or feedback I get when I engage in conversation in order to involve them and show I value their input.

The assistant and my other colleagues and I are able to maintain a professional relationship and work collaboratively together as we all get along really well. (the assistant and I especially) communicate a lot throughout the day on strategies we have learnt to try

and giving each other reminders of strategies we can use at the appropriate times. We communicate about experiences sometimes, resources, routine; we let each other know what families have talked about with us so we are on the same page with our learners and their home life. We reflect on our day together at the end of every session and talk about what we can improve on, what went really well or not and why, and what we might like to do differently in the future. My colleagues and I are always boosting each other up when we've had hard days or need help with anything. We remain professional in that we all share the same goals of trying to help the centre and kinder succeed through our own pedagogy and practices.

#### 4. C) Gathering other evidence

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

### 5. Evaluating

#### 5. A) Assessing learning

Annotated samples of work from my learners and discussions of achievement of learning outcomes.

I have attached a variety of annotated samples of evidence of children's involvement in the inquiry based learning (see Appendix 1 - 11). The picture of the sticker chart I began implementing at the beginning of term 4 is still being used.

#### 5. B) Evaluating the effectiveness of professional practice

Prior to my inquiry topic, some children knew what healthy foods were and some even enjoyed them each session, however many children were not eating any healthy foods or would view them as not good for you because they think they're yuck.

I believe that the introduction of a variety of healthy foods and vegetables and why they are so good for our bodies in a fun, hands on and visual manner has provided clarity for the children to take responsibility for their own health and well-being by consuming these

products at kinder. Not only has their understanding been improved, their enthusiasm and motivation to share what they have bought and are eating has been to.

Many children seemed to enjoy the experiences they could engage with relating to healthy eating, some children weren't interested in the small experiences (Aboriginal set up or healthy foods matching game) however enjoyed the whole group activities and stories. To encourage participation in some of these activities I brought them into a whole group time which they all were able to sit and listen and respond to.

During the inquiry topic, most families started to provide their children with healthy foods at kinder if they weren't already. It was extremely important to get parents on board as they are the ones who pack their children's lunchboxes each session. Exposing the children to a variety of lessons about healthy eating has also helped get parents on board as children have shared these lessons with their parents. I've also sent a few things home with the children to encourage parents' awareness including posters and certificates.

The experiment with table tennis balls and jars was a slow start but when I reminded parents to partake in the survey they did. After a little while though they stopped and went back to not looking up from the sign in book to notice the jars. Some parents kept participating each session where others never did it at all. Perhaps some people wanted to move away from the sign in book quickly to let others sign in or to say goodbye to their child, maybe next time I will position it differently however will need to remind families even more as I tried to put it somewhere they could have easy access as most families don't come in further than the doorway.

I'm confident they achieved the learning outcome I had intended as I saw a change in their lunchboxes after a couple of weeks. Some children who I hadn't seen eating fruit or vegetables at all this year suddenly had a few different types each session, others continued with their healthy lunchbox choices and there were a couple of children who took longer than a couple weeks to see any change and it wasn't consistent. Overall I am seeing more healthy food items in their lunchboxes and the children are able to identify healthy foods throughout their play in the home corner, cubby house and whilst on our excursion to the family centre they showed the ability to make healthy choices when they ate.

This inquiry topic has allowed me the opportunity to plan and implement a variety of experiences, lessons and discussions about healthy eating that has been successful and I can therefore use next year. I have the confidence and plan to implement this same approach next year with necessary adjustments.

To support the learning of the children I teach I will:

- Continue to implement the sticker chart where each session the children bring a piece of fruit or vegetable to kinder and eat it they can put a sticker on the chart next to their name. So far it is still proving to be effective.
- Continue to encourage and discuss healthy eating when it's appropriate and relevant.
- Continue to collaborate with families and colleagues to ensure I am implementing and providing a teaching and learning program that suits the needs of each individual child.
- Continue to engage in professional learning.
- Continue to research and talk with other professionals about more ways I can improve healthy practices at kinder beyond just eating, including composting and recycling.

## Appendix 1

Below is a picture of a tally of each child's healthy food intake I created for week 1. Note: 'Abs' means absent that day. As you can see it's almost 50/50 with the amount of children bringing healthy foods across the week compared to those that did not.

Kindergarten Lunchbox Nutrition Checklist

Date: Week 1 16-7-18 - 19-7-18

Child's Name	Monday Fruit	Monday Vegetable	Tuesday Fruit	Tuesday Vegetable	Thursday Fruit	Thursday Vegetable
Alex	/	/	/	/	apple	/
Absent	-	-	-	-	-	-
Hadn't started	-	-	-	-	-	-
Banana	/	Banana	/	Banana	/	
Banana	/	Banana	/	Abs	Abs	
Banana	/	/	/	Abs	Abs	
Mandarin apple	/	Banana	/	Abs	Abs	
Mandarin cucumber	Mandarin	/	strawberries	Mandarin	/	
Absent	-	-	-	-	-	-
Absent	-	-	-	-	-	-
/	/	Mandarin	/	/	/	
/	/	/	/	Mandarin	apple	
Mandarin Banana	/	Mandarin Banana	/	apple, banana Mandarin	/	
Mandarin	/	apple, Mandarin	/	peaches	/	
Abs	Abs	apple	/	/	/	
/	/	Mandarin	/	/	/	
Banana	/	Banana	/	/	/	
Banana	/	/	/	mandarin	/	
/	/	/	/	Abs	Abs	
Watermelon cucumber	apple	/	Watermelon, pearls, strawberries	/	/	
Watermelon apple	/	apple	/	orange	/	

## Appendix 2

To the right is a picture of a document I kept of family communication since beginning my inquiry topic. There are 4 different conversations I've had with 4 different families regarding healthy eating which were all initiated by the families. This was a result of the family survey with the jars and table tennis balls as well as the posters and certificates the children took home.

Kindergarten Lunchbox Nutrition Checklist

Date: Week 5 13-8-18 - 16-8-18

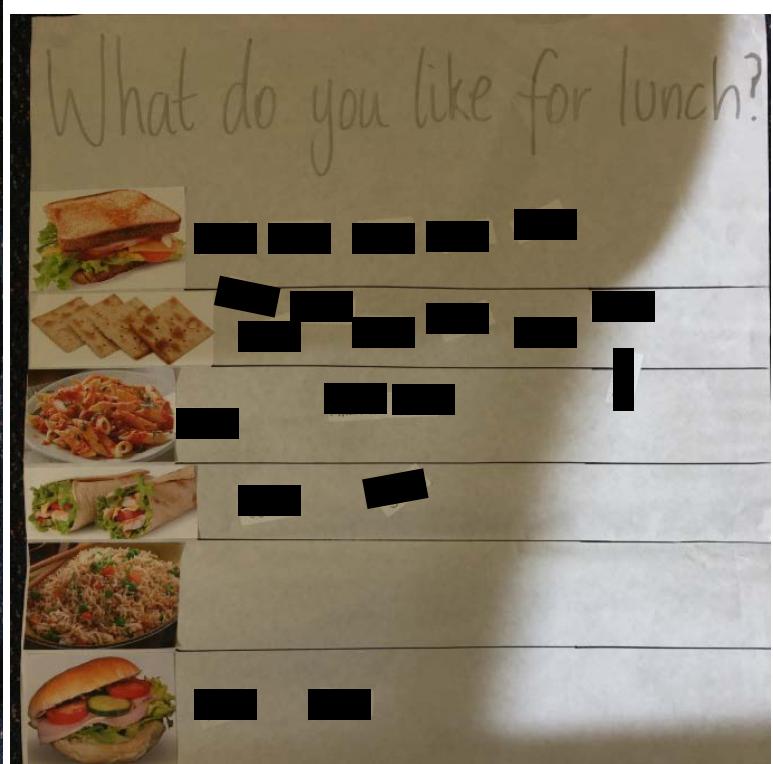
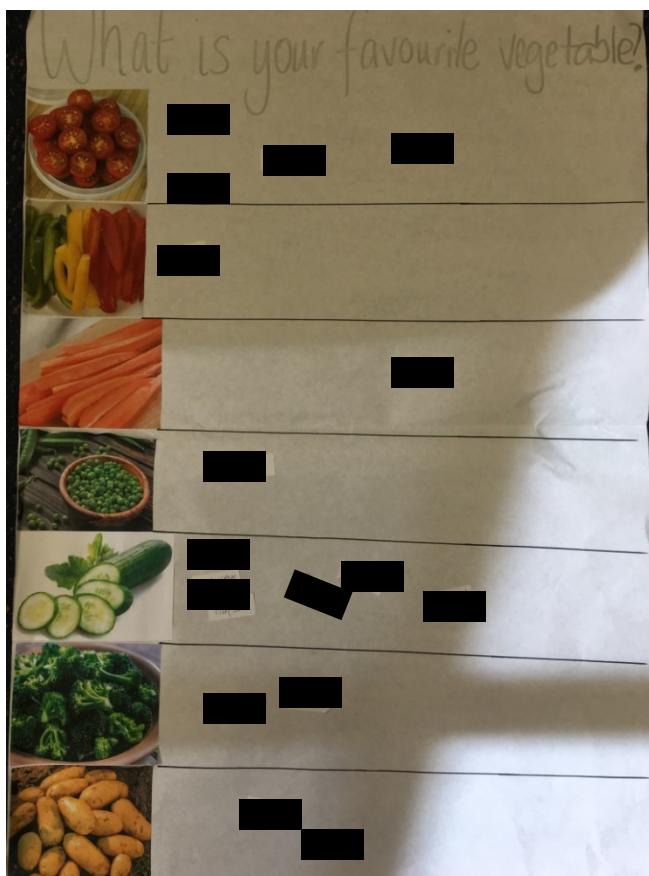
Child's Name	Monday Fruit	Monday Vegetable	Tuesday Fruit	Tuesday Vegetable	Thursday Fruit	Thursday Vegetable
apple	/	/	/	/	/	/
Abos	Abos	Abos	Abos	Abos	Abos	Abos
mandarin	celery	mandarin	celery	mandarin	/	/
strawberries	/	strawberries	/	apple	/	/
banana	/	banana x 3	/	banana	/	/
Apple	/	Abos	Abos	Abos	Abos	Abos
Abos	Abos	apple	mandarin	/	/	carrot
strawberries	cucumber	strawberries	/	strawberries	/	/
strawberries	watermelon	watermelon	watermelon	watermelon	strawberries	/
Abos	Abos	Abos	Abos	Abos	Abos	Abos
Abos	Abos	/	/	Banana, mandarin, apple	/	/
Abos	Abos	orange, apple, pear	/	watermelon, apple	/	/
banana, mandarin	/	banana, mandarin	/	apple	/	/
banana, strawberries, mandarin	/	Abos	Abos	Abos	Abos	Abos
apple	/	apple	/	banana	/	/
/	/	/	/	apple	/	/
banana	/	banana	/	banana	/	/
strawberries	/	strawberries	/	strawberries	/	/
banana	/	banana	/	banana	/	/
apple	carrot, cucumber	watermelon	/	watermelon	/	/
apple	/	apple	/	apple	/	carrot

Above is a tally of week 5, at the completion of the majority of the inquiry topic. You can see even more healthy foods noted down in comparison with week 1. You can also see which children have increased healthy intake and the children who have not been similar in week 1, so no child has brought less after my inquiry topic was implemented.

### Appendix 3



Above is a photo of the table tennis balls and jars I used along with pictures of fruits that week and the question “what is your child’s favourite fruit?” The paper stuck to the blackboard with the question is written in other relevant languages for several non-English speaking families. As you can see there are a few balls placed in each jar, it was a slow start to the experiment however there was participation from families which was a good start. When prompted each family was able to understand instructions based on the pictures and place a ball in a jar quite

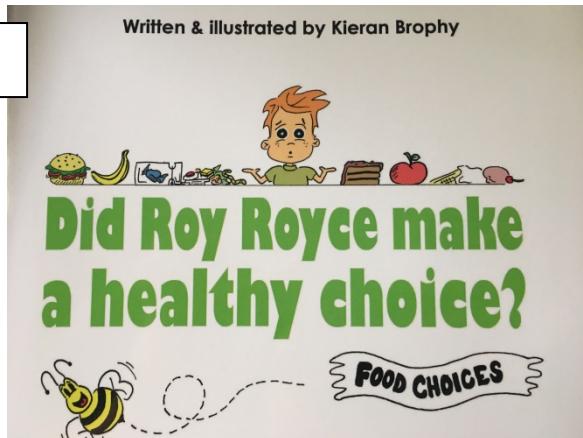


### Appendix 4

Above are photos of the picture graphs the children and I made. The children were able to confidently come up to the front of the group and identify their favourite healthy food item by placing their name next to it. They were able to recall what they have had before and what they think of the taste in order to choose their favourite.

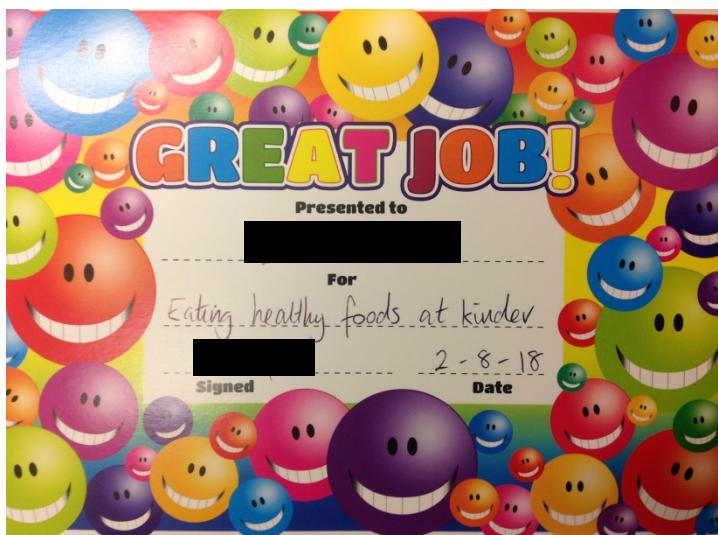
These are two stories I read to the children during group time. They were able to recognise which were healthy foods and 'sometimes' foods. They were able to talk about the different items that were good and bad and we discussed why. They showed great speaking and listening skills, an increasing knowledge of their own health and well-being through experiencing this shared learning exploration.

#### Appendix 5



#### Appendix 6

This is a photo of one of the certificates that each child received. The children showed a real sense of satisfaction and achievement when they received them.

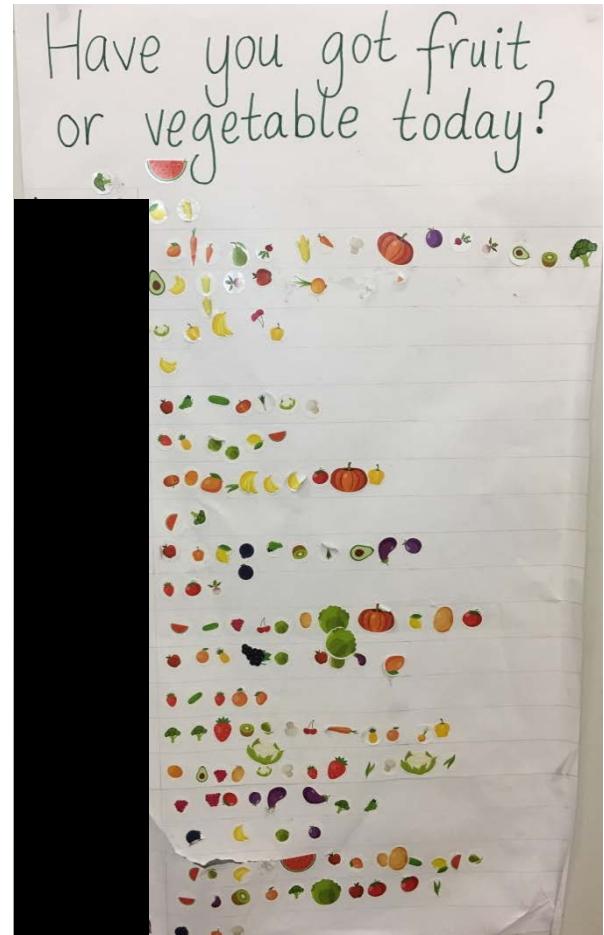


#### Appendix 8

The next two pages are two examples of the posters I gave to the children to take home. Both families and the children were happy and proud to receive them, it showed a sense of belonging and achievement.



#### Appendix 7



This is a photo of the sticker chart that is still currently being used to encourage healthy eating. The children celebrate and share their achievements with others through verbal and non-verbal communication, they use numeracy skills to count their stickers, and literacy skills as they recognise their name showing where they can put their sticker.

This is a photo I took of my healthy lunchbox.



Look at me  
eating a  
Banana!

I'm being  
healthy 😊

Fun Facts about Healthy Eating:

- ✚ Cucumbers are 96% water.
- ✚ Apples are made of 25% air, which is why they float.
- ✚ Carrots were originally purple in colour.
- ✚ Children should be eating fruits and vegetables every day, there are countless benefits.
- ✚ Choose water as a drink, our bodies are made up of 55-75% water.



This is a photo I took of my lunchbox.



Where is my fruit or vegetable?

#### Fun Facts about Healthy Eating:

- Cucumbers are 96% water.
- Apples are made of 25% air, which is why they float.
- Carrots were originally purple in colour.
- Children should be eating fruits and vegetables every day, there are countless benefits.
- Choose water as a drink, our bodies are made up of 55-75% water.

## Appendix 9

This is a photo of the Aboriginal exploration area. Several children seemed to enjoy sitting and engaging in solitary exploration and discovery. They showed dispositions for learning including enthusiasm, curiosity and imagination as they participated in inquiry based learning. Their understanding of the world in which they live is being broadened as they explore culture, discover connections amongst different people, and demonstrate increasing knowledge and respect for natural materials.



## Appendix 10

These are two photos of the fruit and vegetable matching board. A number of children enjoyed taking turns to match the picture cards with that on the board, some wanted to complete it by themselves.



## Appendix 11

These are photos taken on our excursion to our local supermarket. This was a great extension during our inquiry topic on healthy eating as we got to tour the fruits and vegetables and play a couple of games at the end of the tour. The children had to guess what fruit or vegetable was in a covered bag by feeling it, they used their senses and communication skills to share their thoughts and understandings as they continued to learn more about a rainbow of fresh fruits and vegetables. They showed a connectedness to their community as we walked from kinder to supermarket and saw local people and shops. They expressed wonder and interest in their environment as they participated enthusiastically in learning.



## The standards

### STANDARD 1: KNOW LEARNERS AND HOW THEY LEARN

DESCRIPTORS EVIDENCED	REFERENCED ON PG NO. / SECTION
<input type="checkbox"/> 1.1: Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	1.B (pg. 2)
<input type="checkbox"/> 1.2: Structure teaching programs using research and collegial advice about learning.	1.B (pg. 2)
<input type="checkbox"/> 1.3: Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1.B, 1.C, 2.D, 3 (pg. 2-5 and 12)
<input type="checkbox"/> 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.C and 3 (pg. 3 and 12)
<input type="checkbox"/> 1.5: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	1.D and 2.E (pg. 4 and 5)
<input type="checkbox"/> 1.6: Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	1.B, 2.B and 2.C (pg. 2, 9-11)

### STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

DESCRIPTORS EVIDENCED	REFERENCED ON PG NO. / SECTION
<input type="checkbox"/> 2.1: Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	1.B and 3 (pg. 2 and 17-18)
<input type="checkbox"/> 2.2: Organise content into coherent, well-sequenced learning and teaching programs.	1.C, 1.D and 3 (pg. 3-4 and 12...)
<input type="checkbox"/> 2.3: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	1.E and 1.C (pg. 3-5)
<input type="checkbox"/> 2.4: Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	1.C and 3 (pg. 3-4 and 12-14)
<input type="checkbox"/> 2.5: Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	1.C, 2.C and 3 (pg. 4, 10 and 12...)
<input type="checkbox"/> 2.6: Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	1.C and 2.C (pg. 3-4 and 11)

### STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

DESCRIPTORS EVIDENCED	REFERENCED ON PG NO. / SECTION
<input type="checkbox"/> 3.1: Set explicit, challenging and achievable learning goals for all learners.	1.A, 2.A and 3 (pg. 1, 6 and 12...)
<input type="checkbox"/> 3.2: Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.	1.C and 3 (pg. 3-4 and 12)
<input type="checkbox"/> 3.3: Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	3 (pg. 12...)
<input type="checkbox"/> 3.4: Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	3 (pg. 18-16)
<input type="checkbox"/> 3.5: Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	1.B, 4.B and 3 (pg. 2-3, 12..., 20-21)
<input type="checkbox"/> 3.6: Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	5.A and 5.B (pg. 22-30)
<input type="checkbox"/> 3.7: Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.	1.B (pg. 3)

**STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS**

DESCRIPTORS EVIDENCED	REFERENCED ON PG NO. / SECTION
<input type="checkbox"/> 4.1: Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	1.E (Pg. 5)
<input type="checkbox"/> 4.2: Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	3 (Pg. 12.)
<input type="checkbox"/> 4.3: Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	1.B, 1.D and 3 (Pg. 3, 4 and 17)
<input type="checkbox"/> 4.4: Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	2.C and 3 (Pg. 4-10-16)
<input type="checkbox"/> 4.5: Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	1.C, 2.C and 3 (Pg. 3, 8 and 15-16)

**STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON LEARNING**

DESCRIPTORS EVIDENCED	REFERENCED ON PG NO. / SECTION
<input type="checkbox"/> 5.1: Develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess learning.	3 (Pg. 12-18)
<input type="checkbox"/> 5.2: Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.	3 (Pg. 12-18)
<input type="checkbox"/> 5.3: Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	1.E, 3, 5.A (Pg. 5, 17-18 and 24-30)
<input type="checkbox"/> 5.4: Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	5.A (Pg. 22-30 and 5.B, 3 17-18)
<input type="checkbox"/> 5.5: Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.	3 and 4.B (Pg. 17-18 and 26-27)

**STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING**

DESCRIPTORS EVIDENCED	REFERENCED ON PG NO. / SECTION
<input type="checkbox"/> 6.1: Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs.	1.B, 2.C, 2.D and 2.E (Pg. 2-4 and 8-9)
<input type="checkbox"/> 6.2: Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	2.B and 2.C (Pg. 9-10 and 10-11)
<input type="checkbox"/> 6.3: Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice.	2.B and 4.A (Pg. 8-9 and 18-20)
<input type="checkbox"/> 6.4: Undertake professional learning programs designed to address identified needs of learners.	2.B (Pg. 9-10)

**STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY**

DESCRIPTORS EVIDENCED	REFERENCED ON PG NO. / SECTION
<input type="checkbox"/> 7.1: Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	2.C (Pg. 10-11)
<input type="checkbox"/> 7.2: Understand implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	2.C (Pg. 10-11)
<input type="checkbox"/> 7.3: Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	1.A, 1.B, 3 and 4.B (Pg. 1-3, 20-21)
<input type="checkbox"/> 7.4: Participate in professional and community networks and forums to broaden knowledge and improve practice.	2.B (Pg. 6-10)