

Opportunities for demonstrating the APST through the Inquiry approach to the evidence-based process

This matrix maps opportunities for addressing the Standards at the Proficient level through the Inquiry approach. Relevant descriptors that may be evidenced are listed for each stage of the Inquiry process. Some descriptors may be more challenging to demonstrate through the Inquiry process, and examples have been provided for four descriptors that have been identified as potentially being challenging to address. Some of these examples could be linked into the Inquiry, while others may be better placed outside the Inquiry.

The Inquiry approach also requires teachers to observe colleagues, be observed by colleagues, have professional conversations and provide annotated student work samples. Opportunities to evidence each of these requirements have also been mapped. THIS MATRIX IS DESIGNED TO BE A GUIDE ONLY.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHING AT THE PROFICIENT LEVEL

	Professional Knowledge						Professional Practice										Professional Engagement																				
	1. Know students and how they learn			2. Know the content and how to teach it			3. Plan for and implement effective teaching and learning				4. Create and maintain supportive and safe learning environments				5. Assess, provide feedback and report on student learning				6. Engage in professional learning			7. Engage professionally with colleagues, parents / carers and the community															
	Descriptors 1.1 – 1.6						Descriptors 2.1 – 2.6						Descriptors 3.1 – 3.7				Descriptors 4.1 – 4.5				Descriptors 5.1 – 5.5				Descriptors 6.1 – 6.4			Descriptors 7.1 – 7.4									
Establishing content and context for learning	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
	Professional conversations																																				
The question for inquiry and professional learning	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
							Observe colleagues' practice						Observe colleagues' practice				Observe colleagues' practice																				
Developing the action plan	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
	Professional conversations Observe colleagues' practice												Observation by mentor / experienced colleague				Observation by mentor / experienced colleague				Observation by mentor / experienced colleague Annotated work samples																
Implementing the action plan	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
													Observation by mentor / experienced colleague				Observation by mentor / experienced colleague				Observation by mentor / experienced colleague																
Evaluating the effectiveness of practice	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
																					Annotated work samples																

Examples of evidence for descriptors that may be challenging to evidence through the Inquiry process

These examples may be applicable only to school or early childhood settings, or they may be applicable to both. It is expected that most standard descriptors will be demonstrated during the Inquiry process, however some may be demonstrated outside the process.

Focus area	Descriptor	Examples of evidence
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	<ul style="list-style-type: none"> modifies unit and lesson plans to include teaching strategies based on the local community and cultural setting, linguistic background and Aboriginal and Torres Strait Islander learners takes discussion and lesson observation notes that reflect management of student behaviour that is sensitive to Aboriginal and Torres Strait Islander learners participates in professional learning or reading to enhance understanding of the needs of Aboriginal and Torres Strait Islander learners takes conversation records from online forums about teaching strategies that are responsive to linguistic backgrounds and histories of Aboriginal and Torres Strait Islanders
1.6 Strategies to support full participation of learners with disabilities	Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements	<ul style="list-style-type: none"> meets the learning needs of a student(s) with a disability through the differentiation of tasks recorded in the teaching program develops individual learning plans for students with a disability indicates strategies that address disability policy or legislation through annotations in lesson plans designs and implements play and learning programs that utilise notes of meetings with families, specialist support teams and services
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	<ul style="list-style-type: none"> acknowledges Aboriginal and Torres Strait Islanders through the display of plaques and student 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 school stands engages Aboriginal and Torres Strait Islanders speakers plans for learnings, play or excursions that aim to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages participates in community events that promote reconciliation between Aboriginal and Torres Strait Islander learners and non-indigenous people
5.3 Make consistent and comparable judgements	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning	<ul style="list-style-type: none"> collaborates with colleagues to review samples of work, resulting in an agreed assessment rubric produces a team moderation report based on consistency in learning outcome judgements, through a review of work samples in team meetings collaborates with other teachers to develop assessment tools for mapping learning outcomes and planning for learning progression seeks input from learners, families and colleagues in the development and moderation of a learning plan participates in formal and informal discussion with colleagues to review transition statements for consistency prior to sharing with families makes consistent judgements against the learning outcomes of VEYLDF in records of learning uses VEYLDF cycle of observation, assessment, planning and evaluation to benchmark achievement of learning outcomes for children in a learning plan
7.1 Meet professional ethics and responsibilities	Meet codes of ethics and conduct established by regulatory authorities, systems and schools	<ul style="list-style-type: none"> knows and applies the code(s) of ethics that apply to their teaching context in communications with families, educators and learners knows and understands legislation regarding privacy of information; is discerning about with whom and where confidential issues are discussed keeps records and relevant documentation secure and confidential; uses appropriate and justifiable comments in record keeping appropriately de-identifies work samples and other communication being used as examples for a network meeting
7.2 Comply with legislative, administrative and organisational requirements	Understand the implications of and comply with relevant legislative, administrative and organisational requirements, policies and processes	<ul style="list-style-type: none"> implements a behaviour management policy which shows the implementation of work place and system policies and procedures meets with the appropriate committee to review and update policies as evidenced by minutes or other documents reviews curriculum, assessment and reporting requirements and discusses with the coordinator complies with workplace / system / sector / legislative professional requirements such as registration requirements, performance and development processes and meeting deadlines for key administrative tasks reflects relevant policy documents in teaching practice as evidenced by personal manner, conflict resolution strategies, administration, child protection, sun safety, gender equity, disability legislation provides duty of care to learners (e.g. managing supervision on yard duty and excursions)
7.4 Engage with professional teaching networks and broader communities	Participate in professional and community networks and forums to broaden knowledge and improve practice	<ul style="list-style-type: none"> joins a professional teaching association and is an active member, participating in relevant professional networking opportunities and reflecting on how knowledge has been broadened and / or practice improved engages with relevant bodies through participating in professional learning communities (e.g. STAV, education associations) attends professional networking meetings or integrated services meetings to improve practice engages in activities such as sports carnivals, parent meetings; invites community group members into the learning environment (police, fire brigade) provides examples of how they have used knowledge gained from participation in professional and community networks to improve practice