

Template: evidence of professional practice

PRT Name		Registration no.							
Workplace									

Inquiry question

1. Content and context for learning

1a. The education setting context

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

1b. The cohort of learners

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

Ic. The focus learners

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

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

Id. Program of learning – content

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

Ie. Targeted learning outcomes

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

2. The Inquiry question, professional learning and professional responsibilities

2a. The inquiry question

Why and how did I choose my Inquiry question?

2b. Professional learning

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

Observation 1				
Date of observation				
Who I observed (colleague's name and VIT registration no.)				
Name		Registration no.		
Signature				

What I saw / heard / experienced

What I learned

How this helps me address my Inquiry

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

Discussion 1							
Date of discussion							
Who I talked with (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

What we discussed and what I learned

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How this helps me address my Inquiry

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Discussion 2							
Date of discussion							
Who I talked with (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

What we discussed and what I learned

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How this helps me address my Inquiry

A professional conversation on child safety and wellbeing, including maintaining appropriate professional boundaries. *This conversation should be supported by referring to the [Victorian Teaching Profession's Code of Conduct](#) and any relevant workplace policies or procedures.*

Discussion 3

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

What we discussed

2c. Professional Responsibilities Report

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

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

3. Apply knowledge to teaching practice through action plan

Downloadable document

The action plan



Inquiry question

Informing data

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

Professional learning

Learning I will undertake to support the Inquiry

Purpose of the Inquiry

Knowledge and skills I am trying to address in the Inquiry

Inclusive practice

How I will cater for

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

Success criteria

Learning outcomes I want the learners to achieve

Resources

What I will use to teach the Inquiry

Strategies

What I will do to deliver the content and skills

Activities

What the learners will be doing during the Inquiry

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Assessment

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

Formative	Summative

Reflections

Prompts / questions to help guide reflection

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4. Implement the action plan

4a. Observations of practice

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

Visit 1			
Date of discussion			
Who observed me (colleague's name and VIT registration no.)			
Name		Registration no.	
Signature			

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

Visit 2

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

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

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Visit 3

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

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

4b. Gathering other evidence

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

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

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

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

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

5. Evaluate effectiveness of practice

Use these questions to guide you in reflecting on your Inquiry

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

Appendix

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

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

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

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