

Evidence guide

casual relief teacher



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Introduction

This document is designed to assist provisionally registered casual 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 to gather evidence that their practice meets all 37 descriptors of the APST at the Proficient teacher level. Full registration is achieved through a collaborative process including professional observations and discussions that support teachers to reflect on and improve their practice.

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

- connected with a mentor / experienced colleague (who holds full registration)
- connected with a school / service / workplace to support them through the full registration process, including establishing opportunities for observations of practice and professional discussions
- the support of a school / service / workplace to convene a workplace recommendation panel when the Inquiry is complete.

Further information about the requirements can be found in the [Provisionally registered casual relief teachers and teachers in non-school settings companion guide](#).

The examples of evidence in this document assume the above conditions are in place. The examples of evidence reflect a range of different CRT contexts as outlined in the Provisionally registered casual relief teachers and teachers in non-school settings companion guide, including

- day-to-day CRT work across multiple settings
- short term contracts
- primary / secondary / early childhood / non-school settings.

Not all examples listed beside each descriptor will be appropriate for all CRT contexts. If you are unsure, it is recommended that you have a conversation with your mentor / workplace leadership about what evidence will be appropriate for you to gather in your context.

A CRT may also be delivering content that has been developed by other teachers. In these circumstances, if the PRT includes this as evidence, it is expected that they would annotate the documents to demonstrate how they have adapted these plans for the learners.

Professional knowledge

Standard 1: Know learners and how they learn

Descriptors	Evidence examples
<p>1.1 Physical, social and intellectual development and characteristics of learners</p> <p>Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.</p>	<ul style="list-style-type: none"> • examples of differentiated teaching strategies used to support learners based on the teacher's knowledge of their physical, social or intellectual needs (including annotated plans showing these modifications) • written reflection of how you modify your practice as a result of discussions with families / carers / guardians or other teachers • annotated planning documents (such as individual learning plans, unit plans, lesson plans) that incorporate appropriate teaching strategies to meet the identified needs of the learners – you may not have access to the ILPs, but you may be aware of some of the strategies from conversations with your mentor, the classroom teacher or other staff members • record of the observation notes from a mentor / experienced colleague that describe you modifying your teaching and use of age / developmental stage appropriate language • written reflections / annotations on how you modify your practice or the learning experiences to respond to learner's diverse learning abilities.
<p>1.2 Understand how learners learn</p> <p>Structure teaching programs using research and collegial advice about learning.</p>	<ul style="list-style-type: none"> • lesson and / or day plans with a variety of teaching and learning activities (e.g. differentiated outcomes, collaborative learning, ICT, high-impact teaching strategies, plans for play-based learning targeting different outcomes) • annotated lesson / day plans, that include a range of teaching strategies to cater for the diversity of learners, that reference current education research and how this relates to your learners • meeting notes with feedback provided by experienced colleagues on your learning programs and on how best to cater for particular learners • reflections on professional reading and current research that supports you to develop an understanding of your learners and how they learn.

Descriptors	Evidence examples
<p>1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	<ul style="list-style-type: none"> • annotations on lesson / day plans that highlight modifications of strategies / activities after reviewing individualised learning plans or following conversations with teachers who know or have worked with the learners previously • explanation of the use of resources and provisions for play / learning that are sensitive to, and inclusive of, learner diversity • notes from discussion(s) with colleagues from your education setting (including the classroom teacher) that you used to inform your teaching strategies / learning programs • notes reflecting on how teaching strategies were modified to be responsive to the backgrounds of learners • mentor / experienced colleague observation notes or reflections that record how your teaching strategies and design / implementation were responsive to learners' backgrounds • reflections on professional learning that has enhanced your cultural competence and understanding of diversity, including how it will influence your future practice.
<p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners</p> <p>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.</p>	<ul style="list-style-type: none"> • details of strategies that would support Aboriginal and Torres Strait Islander learners to access the curriculum in your planning documents, highlighting how you would cater for this group of learners if they were in your class and why these strategies would be appropriate / supportive • reflections on teaching strategies that you have implemented in the classroom to support Aboriginal and Torres Strait Islander learners • lesson / day plans that incorporate teaching strategies you have implemented that are reflective of workplace policies and practices to support Aboriginal and Torres Strait Islander learners • lesson observation notes that reflect inclusion of positive behaviour support strategies that are sensitive to Aboriginal and Torres Strait Islander learners • reflections and evidence-based notes from professional learning detailing teaching strategies that cater for, and support, Aboriginal and Torres Strait Islander learners • notes from consultations with families / carers / guardians and Aboriginal community members (including local Elders) as well as notes from the workplace.

Descriptors	Evidence examples
<p>1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities</p> <p>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.</p>	<ul style="list-style-type: none"> • plans for play-based learning that reflects the use of a variety of resources and strategies to support diversity of learning needs • learner work samples that demonstrate a range of activities provided to cater for different abilities and learning preferences • annotated plans showing learning activities that demonstrate that differentiated content was used to meet the specific needs of learners (planned by you or the classroom teacher) • evidence of strategies to cater for extension activities in the cohort where appropriate • plans incorporating a range of formal and informal assessment tools to cater for different learning strengths • notes / reflections from professional conversations with other teaching staff members to illustrate your understanding of the needs of the cohort of learners including any adjustments to the content that you have made following these discussions • collaborative plans for team teaching that supports specific learning needs with specialist staff such as an English as an Additional Language (EAL) teacher / Aboriginal education assistant / gifted and talented coordinator / learning support teacher.
<p>1.6 Strategies to support full participation of learners with disability</p> <p>Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.</p>	<ul style="list-style-type: none"> • plans and photographs of the learning environment that highlight how it 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 and indicating strategies that address the known/observed needs of the learners in the cohort • notes from meetings with families / carers or guardians, teacher assistants and / or other colleagues that address strategies to include a learner with disability • reflection on strategies taken from ILPs and analysis on implementing individual learning plans developed for learners with disability • lesson observation notes from a mentor or experienced colleague who observed you and provided feedback to you • demonstrated knowledge of disability policy or legislation in programs and lessons • reflection on your implementation of strategies and supports for learners as identified by the classroom teacher • evidence of strategies that you have implemented from existing behaviour management plans or positive behaviour support (PBS) programs.

Standard 2: Know the content and how to teach it

Descriptors	Evidence examples
<p>2.1 Content and teaching strategies of the teaching area(s)</p> <p>Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.</p>	<ul style="list-style-type: none"> • annotated lesson / day plans that highlight links to the curriculum and a range of teaching strategies (e.g. a sequence of hook in / introduction activities that are used to accompany the classroom teacher's lesson / day plans) • reflections on how the lesson from the classroom teacher was adapted to engage learners based on your observation of their learning needs and levels of engagement • teaching resources that demonstrate differentiation to meet the needs of learners • annotated work samples that show engagement in learning activities (e.g. rubrics and learner self-assessments on engagement) • lesson observation notes from a mentor or experienced colleague who provided feedback to you based on the content, strategies and activities used • meeting notes demonstrating your contribution to collaborative planning and preparation of learning program documents (if applicable).
<p>2.2 Content selection and organisation</p> <p>Organise content into coherent, well-sequenced learning and teaching programs.</p>	<ul style="list-style-type: none"> • sequence of hook in / introduction activities that were used to accompany the classroom 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 were developed and delivered when no activities have been provided by the classroom teacher that reflect curriculum requirements and were appropriately balanced • lesson observation, discussion notes and reflections showing that you adhere to timelines and the sequence of the program • selection and use of resources aligned to identified learning outcomes and curriculum.

Descriptors	Evidence examples
<p>2.3 Curriculum, assessment and reporting</p> <p>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p>	<ul style="list-style-type: none"> • annotated plans for learning that demonstrate links between content, assessment and the curriculum • critical reflections on lesson / day plans for the purpose of refining curriculum delivery and improving learner outcomes • notes, reflections and general information left for the classroom teacher that demonstrates knowledge of relevant curriculum and assessment requirements, including relevant record keeping from the period of teaching • annotated plans for learning that reflect the outcomes of the relevant curriculum • written reflections on lessons that demonstrate an understanding of relevant curriculum, assessment and reporting policies and support documents, including feedback to parents as appropriate • annotated work samples providing feedback to learners demonstrating knowledge of curriculum, assessment and reporting requirements • feedback for the classroom teacher intended for reporting and aligned to defined curriculum outcomes • feedback to parents during extended periods of relief work in line with workplace policies (as appropriate).
<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<ul style="list-style-type: none"> • reflections on the impact of undertaking a Welcome to Country ceremony performed by Traditional Owners, or Aboriginal and Torres Strait Islander peoples who have been given permission from Traditional Owners, and the discussions that arose with learners afterwards • reflections on discussions that have taken place in relation to an Acknowledgement of Country • notes from excursions / incursions that aim to develop an understanding of, and respect for, Aboriginal and Torres Strait Islander culture • notes on discussions with learners about any relevant links between the current content and Indigenous history, culture or language • photographs of the learning environment that display learner work • evidence of the engagement of Aboriginal and Torres Strait Islanders speakers (speaking on culturally relevant topics)

Descriptors	Evidence examples
	<ul style="list-style-type: none"> • plans for learning that aims to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages • learner work samples and displays of learner work that show their understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures or languages • plans for learning that incorporates the use of Aboriginal community members, including Elders, to explore themes, skills and ideas • modifications to plans made based on professional learning undertaken to support teaching Aboriginal and Torres Strait Islander language, culture and history (e.g. through Victorian Aboriginal Education Association Inc. resources, Narragunnawali / Reconciliation Victoria, local organisations) • evidence of activities connected to culturally significant events as appropriate (e.g. Sorry Day, National Aborigines and Islanders Day Observance Committee Week etc.) • evidence of connections made between curriculum content and Aboriginal and Torres Strait Islander perspectives.
<p>2.5 Literacy and numeracy strategies</p> <p>Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p>	<ul style="list-style-type: none"> • plans for play-based learning that include numeracy concepts and language • resources / activities related to literacy and numeracy to accompany the classroom teacher's plans • annotated lesson / day plans that demonstrate where explicit literacy strategies were used to support learners based on your observation of their needs • annotated work samples linked to excerpts from program or lesson / day plans demonstrating the literacy and / or numeracy strategies used to support learning • reflections, observation feedback and discussion notes demonstrating your collaboration with other colleagues such as your mentor, EAL teachers and support teachers to meet learner literacy and / or numeracy needs • observation records that show progression of learning in literacy and numeracy (if applicable) • descriptions of how literacy or numeracy has supported the teaching of a subject (e.g. language used to support teaching an art concept or numeracy concepts used to execute a physical education skill) • identify explicit teaching strategies to promote purposeful learning to deepen and extend knowledge and understanding in literacy and numeracy (e.g. adult-led learning and child-directed play and learning, guided play and learning).

Descriptors	Evidence examples
<p>2.6 Information and Communication Technology (ICT)</p> <p>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>	<ul style="list-style-type: none"> • annotated lesson / day plans where ICT has been incorporated to increase engagement or achieve desired learning outcomes • annotated photographs of learners engaged in the meaningful use of ICT (as appropriate) • learner reflections that show ICT resources are relevant and meaningful to learners' needs and interests • reflections, observation feedback and discussion notes demonstrating your collaboration with other colleagues such as your mentor, ICT integrator or support staff to meet learner needs and increase engagement and achievement of outcomes • reflections on your own professional learning to support better use of ICT as a teaching resource • planning documents that show how ICT has been incorporated into existing planning to support the learning • evidence of opportunities for children to use information and communication technologies to assist their thinking and to represent what they know and understand.

Professional practice

Standard 3: Plan for and implement effective teaching and learning

Descriptors	Evidence examples
<p>3.1 Establish challenging learning goals</p> <p>Set explicit, challenging and achievable learning goals for all learners.</p>	<ul style="list-style-type: none"> • analysis of lesson / day plans articulating explicit, challenging and achievable learning goals for all learners during the lesson • annotated learner work samples that are linked to lesson / day plans demonstrating the link between the learning and the goals set • descriptions of how explicit requirements of learning goals are communicated to learners • reflections on why particular learning goals are appropriate for learners • evaluation of the level of achievement of goals in a lesson • notes and reflections from meetings with families / carers or guardians and / or other professionals to co-develop learning goals for a learner as appropriate • notes and reflections from professional discussions with colleagues showing collaboration and involvement in Individual Learning Plan development or use of learning goals based on ILPs (as appropriate).
<p>3.2 Plan, structure and sequence learning programs</p> <p>Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.</p>	<ul style="list-style-type: none"> • 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 that show learners are engaged in interesting lessons • planning / use of a range of strategies to engage learners • reflections on how a learning program is sequenced to build on learners' knowledge • annotated lesson / day plans that are developed and delivered in the absence of formal plans being provided by the classroom teacher (extended CRT work for an unplanned absence) • reflection on strategies used to engage learners in an appropriate and logical lesson sequence in the absence of formal instructions from the classroom teacher • annotated 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.

Descriptors	Evidence examples
<p>3.3 Use teaching strategies</p> <p>Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.</p>	<ul style="list-style-type: none"> • lesson / day plans that show a variety of teaching and learning activities (e.g. problem solving, critical thinking, creative thinking and learning through play etc.) • observation and discussion notes with a mentor / experienced colleague regarding lesson content and structure that show you have selected a range of appropriate teaching strategies • reflections on the effectiveness of chosen teaching strategies to meet identified learner needs • reflections on opportunities provided showing how you have promoted learner agency • demonstration of the use of strategies targeted to a variety of learning preferences.
<p>3.4 Select and use resources</p> <p>Select and / or create and use a range of resources, including ICT, to engage learners in their learning.</p>	<ul style="list-style-type: none"> • lesson / day plans that show a variety of teaching and learning resources, including ICT, that link curriculum objectives and outcomes • analysis and reflections on the choice and effectiveness of chosen resources to meet learner needs • observation and discussion notes with a mentor / experienced colleague that show you have selected, created and used a range of resources, to engage learners in their learning • annotated learner work samples that show 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 • details and examples of how the resources available were adapted and used to support the delivery of content when limited plans / activities have been provided by the classroom teacher.

Descriptors	Evidence examples
<p>3.5 Use effective communication (with learners)</p> <p>Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.</p>	<ul style="list-style-type: none"> • mentor feedback, observation notes and discussion records reflecting on your interaction with learners that shows you have used effective verbal and non-verbal communication strategies to support learner understanding, participation, engagement and achievement, including responding positively and inclusively to all learners • lesson / day plans that demonstrate the development of literacy skills of learners to enable understanding, participation, engagement and achievement • lesson / day plans that show the use of advanced organisers, such as concept maps, visual learning aids and manipulatives to support learners understanding and engagement • film / photographs demonstrating the use of verbal and non-verbal communication strategies in interactions with learners (as appropriate) • observation and discussion notes from mentor / experienced colleague that 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.
<p>3.6 Evaluate and improve teaching programs</p> <p>Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.</p>	<ul style="list-style-type: none"> • notes from meetings and professional discussions 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 learning and how this impacted the selection of teaching strategies • evidence of adjustments made during a lesson in response to learner feedback, observed engagement and / or attainment • analysis and assessment of work samples to enable reflection on the effectiveness of the teaching.

Descriptors	Evidence examples
<p>3.7 Engage parents / carers in the educative process</p> <p>Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children’s learning.</p>	<ul style="list-style-type: none"> • emails, newsletters and other records of communications with families / carers / guardians encouraging involvement in service activities, decisions, experiences and programs • records of participation in parent / carer / guardian and teacher interviews or evidence of notes that were shared with the classroom teacher that contribute to those interviews • reflections on the involvement of families / carers / guardians on an individual learning plan for a learner (as appropriate) – 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 / guardians, including opportunities for them to give feedback on homework or class newsletters • records of participation in and preparation for meetings with families / carers / guardians (discuss with education leaders about participating in these meetings with your mentor / classroom teacher) • notes about teaching and learning outcomes for individual learners that you develop for the classroom teacher to use with families / carers / guardians.

Standard 4 – create and maintain supportive and safe teaching environments

Descriptors	Evidence examples
<p>4.1 Support participation of learners</p> <p>Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.</p>	<ul style="list-style-type: none"> • reflection on how positive behaviour support strategies have encouraged learner participation • annotated documents that demonstrate your awareness of learners’ needs and backgrounds (as appropriate) • observation and discussion notes from a mentor / experienced colleague that demonstrate you acknowledge and value learner responses cultivating a positive learning environment • documented examples of interactions with learners that have supported their participation • evidence of adjustments to teaching strategies and plans to encourage learner participation • reflection on strategies implemented to facilitate learner agency.

Descriptors	Evidence examples
<p>4.2 Manage learning and teaching activities</p> <p>Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.</p>	<ul style="list-style-type: none"> • lesson / day plans and structures that show effective time management, interactions and transitions • lesson / day plans with clear teaching strategies to promote learner agency • lesson / day plans that show education setting routines are clearly articulated, implemented and applied consistently • reflections on how you have implemented workplace behaviour management policies.
<p>4.3 Manage challenging behaviour</p> <p>Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.</p>	<ul style="list-style-type: none"> • lesson / day plans, notes, correspondence or reflections that show implementation of workplace wellbeing and support policies • mentor observations of you utilising a range of strategies to manage learner behaviour • emails, 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 • documented management of learner behaviour including implementation of clear expectations, protocols and / or rules and consequences in consultation with workplace policies • feedback to the classroom teacher regarding learner behaviour and strategies employed.

Descriptors	Evidence examples
<p>4.4 Maintain safety of learners</p> <p>Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.</p>	<ul style="list-style-type: none"> • 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 wellbeing and support policies and procedures • 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 that 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 care • evidence of engagement with and understanding of the Victorian Teaching Profession’s Code of Conduct and other relevant workplace codes • evidence of strategies used to promote an inclusive and safe learning environment.
<p>4.5 Use ICT safely, responsibly and ethically</p> <p>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<ul style="list-style-type: none"> • use of workplace approved online platforms for learner engagement and communication • evidence of the teacher’s appropriate use of ICT and online communication in teaching and learning • assessment tasks that include clear guidelines to learners about plagiarism, referencing conventions and academic honesty • teaching and learning programs that show explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching (e.g. awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty) • annotated learner work that demonstrates their responsible and ethical use of ICT.

Standard 5: Assess, provide feedback and report on learning

Descriptors	Evidence examples
<p>5.1 Assess learning</p> <p>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.</p>	<ul style="list-style-type: none"> • annotated rubrics / assessment 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 • learner reflections where they evaluate and assess their own achievements and challenges • lesson / day plans showing a range of planned assessments and strategies • implementation of agreed workplace assessment processes and tools as appropriate.
<p>5.2 Provide feedback to learners about their learning</p> <p>Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.</p>	<ul style="list-style-type: none"> • 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 classroom teacher to pass on to learners • learners' responses to feedback (e.g. trying again, developing the idea).
<p>5.3 Make consistent and comparable judgments</p> <p>Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.</p>	<ul style="list-style-type: none"> • reflections on moderation meetings you have attended – ask your workplace if you can participate in these meetings as appropriate) • annotated learner work samples to reflect the common assessment criteria or rubrics • reflections on professional learning team meetings you have attended to discuss learner work samples (ask your workplace if you can attend these meetings as appropriate) • reflections on professional discussions about the assessment of learner work samples • reflections on agreed understanding / workplace priorities in achieving age-appropriate early learning outcomes (e.g. Victorian Early Years Learning and Development Framework) • demonstrated understanding of appropriate learning indicators in the achievement of curriculum outcomes (e.g. Victorian Curriculum and Assessment Authority guidance).

Descriptors	Evidence examples
<p>5.4 Interpret data from learners</p> <p>Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.</p>	<ul style="list-style-type: none"> • reflections on modifications to your teaching and learning programs after reviewing and / or discussing assessment data • written explanation of how you have used data provided by the classroom teacher or workplace to identify interventions / practices that you have implemented • evidence of modifications to teaching practice based on synchronous learner feedback • 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 • reflections on the effectiveness of teaching based on analysis of pre- and post-assessment data (e.g. quizzes, exit passes).
<p>5.5 Report on achievement of learners</p> <p>Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.</p>	<ul style="list-style-type: none"> • reflections on conversations with learners and families / carers / 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 / classroom teacher to provide this feedback (as appropriate) • accurate, reliable and comprehensive assessment records that have been maintained for each learner and used to assist you in reporting to the classroom teacher • evidence of feedback given to the classroom teacher specifically referencing learning outcomes.

Professional engagement

Standard 6: Engage in professional learning

Descriptors	Evidence examples
<p>6.1 Identify and plan professional learning needs</p> <p>Use the APST and advice from colleagues to identify and plan professional learning needs.</p>	<ul style="list-style-type: none"> • notes and feedback from discussions with your mentor regarding observed teaching, lesson planning and learner achievement that are linked to the Australian Professional Standards for Teachers (APST) • evidence of engagement with the APST to identify professional learning needs (e.g. Getting to know the standards – VIT resource) • professional learning plans linked to all three domains of the APST • use of learner data to identify appropriate professional learning to meet learner needs.
<p>6.2 Engage in professional learning and improve practice</p> <p>Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.</p>	<ul style="list-style-type: none"> • reflections from participation in professional learning activities to update knowledge and practice, targeted to workplace and / or system priorities (note – ask workplaces if you can attend relevant professional learning as appropriate) • articles or professional reading reflections with implementation notes for practice • professional learning plan that links professional learning to identified areas of need and workplace and / or system priorities • notes and reflections from group discussion of professional reading.
<p>6.3 Engage with colleagues and improve practice</p> <p>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>	<ul style="list-style-type: none"> • reflections on practice arising from professional discussions with colleagues / mentor • notes from discussions with colleagues / mentor aimed at supporting improvement in professional practice • minutes of professional team meetings relating to professional knowledge and practice • feedback from mentor / experienced colleagues in targeted discussions about professional practice and knowledge (e.g. post-observation discussions) • professional learning journal where feedback is considered and goals are established in consultation with your mentor • notes from planning meetings for team teaching as appropriate • reflections on your observation of other experienced colleagues' / mentor's practice.

Descriptors	Evidence examples
<p>6.4 Apply professional learning and improve learning (of learners)</p> <p>Undertake professional learning programs designed to address identified needs of learners.</p>	<ul style="list-style-type: none"> • modified lesson / day plans that incorporate new strategies from professional learning you have undertaken to address identified needs of learners • reflection on assessment data to inform the choice of professional learning activities • professional reading log showing reading and reflection undertaken that addressed identified professional learning needs or interests • professional learning plans that shows a range of professional learning activities based on identified professional learning needs • professional reading reflections showing reading undertaken that addresses the needs for the diversity of learners that may be encountered • reflections on teaching practice to identify future professional learning needs.

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

Descriptors	Evidence examples
<p>7.1 Meet professional ethics and responsibilities</p> <p>Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.</p>	<ul style="list-style-type: none"> • demonstrated application of workplace protocols, procedures and processes • reflections on how you have maintained professional relationships with learners and colleagues • reflections on how you have complied with the Victorian Teaching Professions Code of Conduct and Code of Ethics (e.g. Professional Responsibilities Report) • explanation of how you would respond to a learner wellbeing issue and how your response complies with relevant codes of conduct and ethics (e.g. Professional Responsibilities Report) • observation notes of your practice by a mentor / experienced colleague that identifies you have maintained professional relationships with learners • examples of how you demonstrate the values of the workplace and the teaching profession (i.e. Code of Ethics).

Descriptors	Evidence examples
<p>7.2 Comply with legislative, administrative and organisation requirements</p> <p>Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>	<ul style="list-style-type: none"> • reflections on, and examples of, how you comply with relevant occupational health and safety regulations (e.g. risk management plans for excursions or camps) • evidence of compliance with teacher regulatory requirements (e.g. registration, criminal history checks) • evidence of engagement with workplace organisational / legislative requirements (e.g. Child Safe Standards and procedures) • evidence of how your teaching practice and professional conduct reflect relevant legislative requirements (e.g. laws preventing discrimination, harassment and vilification, protection of privacy).
<p>7.3 Engage with parents / carers</p> <p>Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.</p>	<ul style="list-style-type: none"> • planning documents for meetings with families / carers / guardians – ask your workplace to be involved in these meetings for learners you teach regularly (as appropriate) • reflections on your involvement in pastoral care programs and your communication with families / carers / guardians about their child's wellbeing • notes from discussions with families / carers / guardians regarding their child's learning and wellbeing • written feedback to families / carers / guardians regarding their child's learning and wellbeing (as appropriate) • notes from observations by colleagues showing that you establish and maintain respectful collaborative relationships • reflections on the exchange of daily information with families / carers / guardians about the involvement and experiences of their child • reflections on conversations with families / carers / guardians about their child's family context and the impact this may have on their learning as appropriate • evidence that you have given detailed feedback to the classroom teacher to support them to relay relevant information to families / carers / guardians if you are not in direct contact with them.
<p>7.4 Engage with professional teaching networks and broader communities</p> <p>Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>	<ul style="list-style-type: none"> • record of activities undertaken in a professional network (e.g. CRT networks, Teacher Learning Network, professional associations) • communication that shows participation in professional and community networks and forums to broaden knowledge and improve practice • reflections on participation in teacher and professional networking meetings • reflections on discussions with other teachers at professional learning events.