

# Provisionally Registered Teacher Evidence Guide



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# Introduction

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This document is designed to assist provisionally registered teachers (PRTs) 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. PRTs are encouraged to read the [PRT Guide](#) and attend a [PRT seminar](#) to gain a thorough understanding of the Inquiry process.

While the full registration process requires teachers to demonstrate proficiency against all 37 descriptors of the APST, one piece of evidence may be sufficient to cover a range of descriptors. Therefore, PRTs do not necessarily need to provide 37 separate pieces of evidence.

**A PRT's documented professional discussions and observations must be conducted with a fully registered teacher who may or may not be their mentor. It is best practice to de-identify documented examples of evidence.**

Please note the examples of evidence provided in this document are a guide only, and do not offer a comprehensive list of the types of activities and corresponding evidence that could demonstrate proficiency against each of the descriptors.

Provisionally registered early childhood teachers and casual relief teachers are encouraged to read our [Early Childhood Teacher Evidence Guide](#) and [Casual Relief Teacher Evidence Guide](#), respectively.

# Professional knowledge

## Standard 1: Know learners and how they learn

Descriptors	Evidence examples
<p><b>1.1 Physical, social and intellectual development and characteristics of learners</b></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"> <li>• 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)</li> <li>• written reflection of how you modify your practice as a result of discussions with families / carers / guardians or other teachers</li> <li>• annotated planning documents (e.g. individual learning plans, unit plans, lesson plans / learning programs) that incorporate appropriate teaching strategies to meet the identified needs of the learners</li> <li>• record of the observation notes from a mentor / experienced colleague that describe you modifying your teaching and use of age / developmental stage appropriate language</li> <li>• lesson / unit plans or learning programs demonstrating use of a variety of teaching strategies applicable to a range of students</li> <li>• written reflections / annotations on how you modify your practice or the learning experiences to respond to learners' diverse learning abilities.</li> </ul>
<p><b>1.2 Understand how learners learn</b></p> <p>Structure teaching programs using research and collegial advice about learning.</p>	<ul style="list-style-type: none"> <li>• unit plans, lesson plans / learning programs with a variety of teaching and learning activities (e.g. differentiated outcomes, collaborative learning, ICT, High-Impact teaching Strategies (HITS), plans for play-based learning targeting different outcomes)</li> <li>• annotated lesson plans / learning programs or unit 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</li> <li>• meeting notes with feedback provided by experienced colleagues on your learning programs and on how to best cater for particular learners</li> <li>• reflections on professional reading and current research that supports you to develop an understanding of your learners and how they learn.</li> </ul>

Descriptors	Evidence examples
<p><b>1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds</b></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"> <li>• annotations on lesson plans / learning programs or unit 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</li> <li>• explanation of the use of resources and provisions for play / learning that are sensitive to, and inclusive of, learner diversity</li> <li>• notes from discussion(s) with colleagues from your education setting (including the classroom teacher) that you used to inform your teaching strategies / learning programs</li> <li>• notes reflecting on how teaching strategies were modified to be responsive to the backgrounds of learners</li> <li>• mentor / experienced colleague observation notes or reflections that record how your teaching strategies and design / implementation were responsive to learners' backgrounds</li> <li>• reflections on professional learning that has enhanced your cultural competence and understanding of diversity, including how it has influenced or will influence your future practice.</li> </ul>
<p><b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners</b></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"> <li>• 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</li> <li>• reflections on teaching strategies that you have implemented in the classroom to support Aboriginal and Torres Strait Islander learners</li> <li>• lesson plans / learning programs or unit plans that incorporate teaching strategies you have implemented that are reflective of workplace policies and practices to support Aboriginal and Torres Strait Islander learners</li> <li>• lesson plans / learning programs observation notes that reflect inclusion of positive behaviour support strategies that are sensitive to Aboriginal and Torres Strait Islander learners</li> <li>• reflections and evidence-based notes from professional learning detailing teaching strategies that cater for, and support, Aboriginal and Torres Strait Islander learners</li> <li>• notes from consultations with families / carers / guardians and appropriate Aboriginal community members (including local Elders) as well as notes from the workplace.</li> </ul>

Descriptors	Evidence examples
<p><b>1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities</b></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"> <li>• plans for learning that reflects the use of a variety of resources and strategies to support diversity of learning needs</li> <li>• annotated learner work samples that demonstrate a range of activities provided to cater for different abilities and learning preferences</li> <li>• annotated plans showing learning activities that demonstrate how differentiation was used to meet the specific needs of learners</li> <li>• evidence of strategies that cater for enrichment or extension activities in the cohort</li> <li>• plans incorporating a range of formal and informal assessment tools to cater for different learning strengths</li> <li>• 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</li> <li>• teaching activities or learning plans developed in collaboration with specialist staff such as an English as an Additional Language (EAL) teacher / Aboriginal education assistant / gifted and talented coordinator / learning support teacher.</li> </ul>
<p><b>1.6 Strategies to support full participation of learners with disability</b></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"> <li>• plans and photographs of the learning environment that highlight how it has been set up to cater for learners with disabilities</li> <li>• annotated lesson / unit plans or learning programs 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</li> <li>• notes from meetings with families / carers or guardians, teacher assistants and / or other colleagues that address strategies to include a learner with disability</li> <li>• reflection on strategies taken from individual learning plans and analysis on implementing individual learning plans developed for learners with disability</li> <li>• lesson plans / learning programs observation notes and / or feedback from a mentor or experienced colleague that holds full registration who observed your implementation of strategies and supports for learners with a disability</li> <li>• demonstrated knowledge of disability policy or legislation in programs and lessons</li> <li>• evidence of strategies that you have implemented from existing behaviour management plans or positive behaviour support (PBS) programs.</li> </ul>

## Standard 2: Know the content and how to teach it

Descriptors	Evidence examples
<p><b>2.1 Content and teaching strategies of the teaching area(s)</b></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"> <li>• annotated lesson / unit plans or learning programs that highlight links to the curriculum and a range of teaching strategies (e.g. a sequence of hook in / introduction activities)</li> <li>• reflections on how the lesson plans / learning programs was adapted to engage learners based on your observation of their learning needs and levels of engagement</li> <li>• teaching resources that demonstrate differentiation to meet the needs of learners</li> <li>• annotated work samples that show engagement in learning activities (e.g. rubrics and learner self-assessments on engagement)</li> <li>• lesson observation notes from a mentor or experienced colleague with feedback based on the content, strategies or activities used</li> <li>• meeting notes demonstrating your contribution to collaborative planning and preparation of learning program documents.</li> </ul>
<p><b>2.2 Content selection and organisation</b></p> <p>Organise content into coherent, well-sequenced learning and teaching programs.</p>	<ul style="list-style-type: none"> <li>• annotated lesson plans / learning programs or unit plans demonstrating how the lesson or unit was adapted to organise content and learning activities to develop understanding of content</li> <li>• lesson observation, discussion notes and / or reflections showing that you adhere to timelines and the sequence of the program</li> <li>• selection and use of resources aligned to identified learning outcomes and curriculum</li> <li>• lesson plans / learning programs or unit plans that connect the content of teaching areas to development of subject-specific literacy and numeracy skills.</li> </ul>



Descriptors	Evidence examples
<p><b>2.3 Curriculum, assessment and reporting</b></p> <p>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p>	<ul style="list-style-type: none"> <li>• annotated plans for learning that demonstrate links between content, assessment and the curriculum</li> <li>• critical reflections on lesson plans / learning programs for the purpose of refining curriculum delivery and improving learner outcomes</li> <li>• notes, reflections that demonstrates knowledge of relevant curriculum, assessment and reporting requirements</li> <li>• annotated plans for learning that reflect the outcomes of the relevant curriculum</li> <li>• written reports and / or feedback to parents / carers demonstrating understanding and compliance of relevant curriculum, assessment and reporting requirements</li> <li>• written reports to parents / carers demonstrating compliance with curriculum, assessment and reporting requirements</li> <li>• annotated work samples providing feedback to learners demonstrating knowledge of curriculum, assessment and reporting requirements.</li> </ul>
<p><b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b></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"> <li>• 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</li> <li>• reflections on discussions that have taken place in relation to an Acknowledgement of Country</li> <li>• notes from excursions / incursions that aim to develop an understanding of, and respect for, Aboriginal and Torres Strait Islander culture</li> <li>• notes on discussions with learners about any relevant links between the current content and Indigenous history, culture or language</li> <li>• photographs of the learning environment that display relevant learner work and learning support materials</li> <li>• modifications to plans made based on professional learning undertaken to support teaching Aboriginal and Torres Strait Islander language, culture and history (e.g. through <a href="#">Victorian Aboriginal Education Association Inc. resources</a>, <a href="#">Narragunnawali</a>, <a href="#">Reconciliation Victoria</a> and local organisations)</li> </ul>

Descriptors	Evidence examples
	<ul style="list-style-type: none"> <li>• evidence of the engagement of Aboriginal and Torres Strait Islanders speakers (speaking on culturally relevant topics)</li> <li>• plans for learning that aims to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages</li> <li>• 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</li> <li>• plans for learning that incorporates the use of Aboriginal community members, including Elders, to explore themes, skills and ideas</li> <li>• evidence of activities connected to culturally significant events e.g. Sorry Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week etc.</li> <li>• evidence of connections made between curriculum content and Aboriginal and Torres Strait Islander perspectives.</li> </ul>
<p><b>2.5 Literacy and numeracy strategies</b></p> <p>Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p>	<ul style="list-style-type: none"> <li>• plans for play-based learning that include numeracy concepts and language</li> <li>• photographs of literacy and numeracy support materials, e.g. word walls, anchor chart, manipulatives</li> <li>• resources / activities related to literacy and numeracy to accompany the classroom teacher's plans</li> <li>• annotated lesson plans / learning programs or unit plans that demonstrate where explicit literacy and numeracy strategies were used to support learners based on your observation of their needs</li> <li>• annotated work samples linked to excerpts from learning program or lesson plans demonstrating the literacy and / or numeracy strategies used to support learning</li> <li>• reflections, observation feedback and discussion notes demonstrating your collaboration with other colleagues such as your mentor, English as an Additional Language (EAL) teachers and support teachers to meet learner literacy and / or numeracy needs</li> <li>• observation records that show progression of learning in literacy and numeracy</li> <li>• 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)</li> <li>• identify explicit teaching strategies to deepen and extend knowledge and understanding in literacy and numeracy.</li> </ul>



Descriptors	Evidence examples
<p><b>2.6 Information and Communication Technology (ICT)</b></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"> <li>• annotated lesson plans / learning programs where ICT has been incorporated to increase engagement or achieve desired learning outcomes</li> <li>• annotated photographs of learners engaged in the meaningful use of ICT</li> <li>• learner reflections that show ICT resources are relevant and meaningful to learners' needs and interests</li> <li>• reflections, observation feedback and discussion notes demonstrating your collaboration with other colleagues such as your mentor, or other staff to meet learner needs and increase engagement and achievement of outcomes</li> <li>• reflections on your own professional learning to support better use of ICT as a teaching resource</li> <li>• planning documents that show how ICT has been incorporated into existing planning to support the learning</li> <li>• evidence of opportunities for children to use ICT to demonstrate their knowledge.</li> </ul>

# Professional practice

## Standard 3: Plan for and implement effective teaching and learning

Descriptors	Evidence examples
<p><b>3.1 Establish challenging learning goals</b></p> <p>Set explicit, challenging and achievable learning goals for all learners.</p>	<ul style="list-style-type: none"> <li>• analysis of lesson / unit plans or learning programs articulating explicit, challenging and achievable learning goals for learners during the lesson</li> <li>• annotated learner work samples that are linked to lesson plan or learning program demonstrating the link between the learning demonstrated and the goals set</li> <li>• reflections on how learning goals are communicated to learners</li> <li>• reflections on why particular learning goals are appropriate for learners</li> <li>• evaluation of achievement of goals in a lesson or activity</li> <li>• notes and reflections from meetings with families / carers or guardians and / or other professionals to co-develop learning goals for a learner</li> <li>• notes and reflections from professional discussions with colleagues showing collaboration and involvement in Individual Education Plan (or equivalent) development or use of learning goals based on the plan.</li> </ul>
<p><b>3.2 Plan, structure and sequence learning programs</b></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"> <li>• lesson / unit plans or learning programs that display flexibility, logic, sequencing and variety in activities and resources</li> <li>• observation and discussion notes with a mentor / experienced colleague regarding lesson content and structure that show learners are engaged in lessons</li> <li>• planning / use of a range of strategies to engage learners</li> <li>• reflections on how a learning program is sequenced to build on learners' knowledge</li> <li>• annotated learner work samples that are linked to the teaching and learning programs to demonstrate learner engagement and learning.</li> </ul>
<p><b>3.3 Use teaching strategies</b></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"> <li>• lesson plans or learning programs that show a variety of teaching and learning activities (e.g. problem solving, critical thinking, creative thinking and learning through play etc.)</li> <li>• 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</li> <li>• reflections on the effectiveness of chosen teaching strategies to meet identified learner needs</li> <li>• reflections on opportunities provided showing how you have promoted learner agency or self-directed work</li> <li>• demonstration of the use of strategies targeted to a variety of learning preferences.</li> </ul>

Descriptors	Evidence examples
<p><b>3.4 Select and use resources</b></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"> <li>• lesson plans or learning programs that show a variety of teaching and learning resources, including ICT, that link curriculum objectives and outcomes</li> <li>• analysis and reflections on the choice and effectiveness of chosen resources to meet learner needs</li> <li>• 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</li> <li>• annotated learner work samples that show learners are engaged in their learning and that a variety of resources, including ICT, have been used</li> <li>• photographs of the learning environment with annotations of shown resources, and why they were selected</li> <li>• details and examples of how the resources available were adapted and used to support the delivery of content.</li> </ul>
<p><b>3.5 Use effective communication (with learners)</b></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"> <li>• mentor feedback, observation notes and discussion records reflecting on your interaction with learners that show 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</li> <li>• lesson plans / learning programs that demonstrate the development of literacy skills of learners to enable understanding, participation, engagement and achievement</li> <li>• lesson plans / learning programs that show the use of organisers (such as concept maps), visual learning aids and manipulatives to support learners' understanding and engagement</li> <li>• video / photographs demonstrating the use of verbal and non-verbal communication strategies in interactions with learners</li> <li>• observation and discussion notes from mentor / experienced colleague that highlight your use of effective communication; e.g. using and explaining appropriate terms for the level and stage of learners; using voice effectively; and using a mixture of oral and visual communication strategies.</li> </ul>

Descriptors	Evidence examples
<p><b>3.6 Evaluate and improve teaching programs</b></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"> <li>• notes from meetings and professional discussions with experienced colleagues reflecting on teaching, planning and learning</li> <li>• modified lesson plans / learning programs based on evaluation of evidence, including feedback from learner assessment data</li> <li>• modified sequence of lesson plans / learning programs based on evaluation of evidence, including feedback from learner assessment data</li> <li>• reflections on learning and how this impacted the selection of teaching strategies</li> <li>• evidence of adjustments made during a lesson in response to learner feedback, observed engagement and / or achievement</li> <li>• analysis and assessment of work samples to enable reflection on the effectiveness of the teaching.</li> </ul>
<p><b>3.7 Engage parents / carers in the educative process</b></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"> <li>• emails, newsletters and other records of communications with parents / carers</li> <li>• records of participation in parent / carer and teacher interviews or evidence of notes that were shared with the classroom teacher that contribute to those interviews</li> <li>• reflections on the involvement of parents / carers on an Individual Education Plan or equivalent</li> <li>• de-identified samples of communication with parents / carers, including opportunities for them to give feedback</li> <li>• records of participation in and preparation for meetings with parents / carers.</li> </ul>

## Standard 4 – Create and maintain supportive and safe teaching environments

Descriptors	Evidence examples
<p><b>4.1 Support participation of learners</b></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"> <li>• reflection on how positive behaviour support strategies have encouraged learner participation</li> <li>• annotated documents that demonstrate your awareness of learners' needs and backgrounds</li> <li>• observation and discussion notes from a mentor / experienced colleague that demonstrate you acknowledge and value learner responses, cultivating a positive and inclusive learning environment</li> <li>• documented examples of interactions with learners that have supported their participation</li> <li>• evidence of teaching strategies and plans to encourage learner participation</li> <li>• reflection on strategies implemented to facilitate learner agency</li> <li>• documented or observed management of student behaviour including implementation of clear expectations, protocols and / or rules and consequences.</li> </ul>
<p><b>4.2 Manage learning and teaching activities</b></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"> <li>• lesson plans / learning programs, observation notes or discussions that show effective time management, interactions and transitions</li> <li>• lesson plans / learning programs with clear teaching strategies to promote learner agency</li> <li>• lesson plans / learning programs that show education setting routines are clearly articulated, implemented and consistently applied</li> <li>• reflections on how you have implemented workplace behaviour management strategies.</li> </ul>
<p><b>4.3 Manage challenging behaviour</b></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"> <li>• lesson plans / learning programs, notes, correspondence or reflections that show implementation of workplace wellbeing and support policies</li> <li>• mentor observations of your use of a range of strategies to manage learner behaviour</li> <li>• emails, letters or notes from conversations and meetings that show follow-up on agreed actions with individual learners relating to their behaviour</li> <li>• records of interactions and discussions with learners</li> <li>• annotated lesson plans / learning programs that demonstrate how workplace policies and guidelines on behavioural expectations were implemented</li> <li>• documented management of learner behaviour including implementation of clear expectations, protocols and / or rules and consequences in line with workplace policies.</li> </ul>

Descriptors	Evidence examples
<p><b>4.4 Maintain safety of learners</b></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"> <li>• observation and discussion notes from a mentor / experienced colleague highlighting that you implement appropriate safety procedures in the education setting</li> <li>• annotated planning documents that show implementation of workplace behaviour management and wellbeing and support strategies and procedures</li> <li>• completion of mandatory reporting module</li> <li>• reflections on the implementation of relevant child safety policies</li> <li>• records of implementation of hazard checklists and / or risk management procedures</li> <li>• excursion plans and risk assessments</li> <li>• lesson plans / learning programs and / or observation notes that show awareness of workplace and / or system requirements in terms of bullying and reporting</li> <li>• annotated lesson plans and / or observation notes that illustrate how you ensured the safety of all learners in your care</li> <li>• evidence of engagement with and understanding of the Victorian Teaching Profession's Code of Conduct and other relevant workplace codes and policies</li> <li>• evidence of strategies used to promote an inclusive and safe learning environment.</li> </ul>
<p><b>4.5 Use ICT safely, responsibly and ethically</b></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"> <li>• use of workplace approved online platforms for learner engagement and communication</li> <li>• demonstrated implementation of workplaces policies or guidelines around ICT use</li> <li>• evidence of the teacher's appropriate use of ICT and online communication in teaching and learning</li> <li>• assessment tasks that include clear guidelines to learners about plagiarism, referencing conventions and academic honesty</li> <li>• 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. engagement with the eSafety commission to gain awareness of cyber bullying, harassment and appropriate use of text messaging)</li> <li>• annotated learner work that demonstrates their responsible and ethical use of ICT (e.g. understanding plagiarism, AI, privacy, referencing conventions and academic honesty).</li> </ul>

## Standard 5: Assess, provide feedback and report on learning

Descriptors	Evidence examples
<p><b>5.1 Assess learning</b></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"> <li>• Assessment plans, tasks, annotated rubrics and / or assessment criteria that provide the learner with formal feedback referencing learning outcomes and objectives</li> <li>• learner work samples from various assessment strategies</li> <li>• reflections on assessments and how you used them to alter your teaching strategies</li> <li>• exit passes used to assess learning outcomes / success criteria</li> <li>• learner reflections where they evaluate and assess their own achievements and challenges</li> <li>• lesson plans / learning programs showing a range of planned assessments and strategies</li> <li>• implementation of agreed workplace assessment processes and tools as appropriate.</li> </ul>
<p><b>5.2 Provide feedback to learners about their learning</b></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"> <li>• reflections on written or verbal feedback provided to learners on progress and achievement related to learning goals</li> <li>• examples of learners' work showing your feedback about their achievement relative to their learning goals</li> <li>• learners' responses to feedback (e.g. trying again, developing the idea)</li> <li>• discussion notes from collaborative assessment planning and / or moderation with colleagues.</li> </ul>
<p><b>5.3 Make consistent and comparable judgments</b></p> <p>Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.</p>	<ul style="list-style-type: none"> <li>• reflections on moderation meetings you have attended</li> <li>• annotated learner work samples to reflect the common assessment criteria or rubrics</li> <li>• reflections on professional discussions about the assessment of learner work samples</li> <li>• reflections on agreed understanding / workplace priorities in achieving early learning outcomes (e.g. Victorian Early Years Learning and Development Framework)</li> <li>• demonstrated understanding of appropriate learning indicators in the achievement of curriculum outcomes (e.g. Victorian Curriculum and Assessment Authority guidance).</li> </ul>



Descriptors	Evidence examples
<p><b>5.4 Interpret data from learners</b></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"> <li>• reflections on modifications to your teaching and learning programs after reviewing and / or discussing assessment data</li> <li>• written explanation of how you have used assessment data to identify interventions / practices that you have then implemented</li> <li>• evidence of modifications to teaching practice based on learner feedback</li> <li>• annotated plans for learning demonstrating modifications for individuals and / or groups as a result of learner observation</li> <li>• analysis of learners' assessment data identifying strengths and weaknesses, and identifying interventions to be used to support their learning</li> <li>• reflections on the effectiveness of teaching based on analysis of pre- and post-assessment data (e.g. quizzes, exit passes).</li> </ul>
<p><b>5.5 Report on achievement of learners</b></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"> <li>• reflections on interactions with learners and parents / carers reporting on achievement, referring to work samples or other records</li> <li>• examples of written feedback through online reporting systems</li> <li>• accurate, reliable and comprehensive assessment records that have been maintained for each learner and used to assist you in reporting.</li> </ul>

# Professional engagement

## Standard 6: Engage in professional learning

Descriptors	Evidence examples
<p><b>6.1 Identify and plan professional learning needs</b></p> <p>Use the APST and advice from colleagues to identify and plan professional learning needs.</p>	<ul style="list-style-type: none"> <li>• notes and feedback from discussions with your mentor regarding observed teaching, lesson planning and learner achievement that are linked to the APST</li> <li>• evidence of engagement with the APST to identify professional learning needs (e.g. <a href="#">Getting to know the APST</a>)</li> <li>• professional learning plans linked to all three domains of the APST</li> <li>• use of learner data to identify appropriate professional learning to meet the needs of learners.</li> </ul>
<p><b>6.2 Engage in professional learning and improve practice</b></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"> <li>• reflections from participation in professional learning activities to update knowledge and practice, targeted to workplace and / or system priorities</li> <li>• articles or professional reading reflections with implementation notes for practice</li> <li>• professional learning plans that links professional learning to identified areas of need and workplace and / or system priorities</li> <li>• notes from meetings and reflections from group discussion on professional reading.</li> </ul>
<p><b>6.3 Engage with colleagues and improve practice</b></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"> <li>• reflections on practice arising from professional discussions with colleagues / mentor</li> <li>• notes from discussions with colleagues / mentor aimed at supporting improvement in professional practice</li> <li>• minutes of professional team meetings relating to professional knowledge and practice</li> <li>• feedback from mentor / experienced colleagues in targeted discussions about professional practice and knowledge (e.g. post-observation discussions)</li> <li>• professional learning journal where feedback is considered and goals are established in consultation with your mentor</li> <li>• notes from planning meetings for team teaching</li> <li>• reflections on your observation of other experienced colleagues' / mentor's practice.</li> </ul>

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

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

Descriptors	Evidence examples
<p><b>7.1 Meet professional ethics and responsibilities</b></p> <p>Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.</p>	<ul style="list-style-type: none"> <li>• demonstrated application of workplace protocols, procedures and processes</li> <li>• observation notes and reflections on how you have maintained professional relationships with learners and colleagues</li> <li>• reflections on how you have complied with the Victorian Teaching Profession's Code of Conduct and Code of Ethics as required in the Professional Responsibilities Report (see PRT Guide)</li> <li>• explanation of how you have responded or would respond to a learner wellbeing issue and how your response complies with relevant codes of conduct and ethics</li> <li>• examples of how you demonstrate the values of the workplace and the teaching profession (i.e. Code of Ethics).</li> <li>• notes from meetings and or professional learning related to professional ethics and responsibilities.</li> </ul>

Descriptors	Evidence examples
<p><b>7.2 Comply with legislative, administrative and organisation requirements</b></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"> <li>• reflections on and examples of, how you comply with relevant occupational health and safety regulations (e.g. risk management plans for excursions or camps)</li> <li>• evidence of compliance with teacher regulatory requirements (e.g. registration, criminal history checks)</li> <li>• evidence of engagement with workplace organisational / legislative requirements (e.g. Child Safe Standards, Reportable Conduct and workplace procedures)</li> <li>• evidence of understanding of legal responsibilities under Mandatory Reporting legislation</li> <li>• evidence of how your teaching practice and professional conduct reflect relevant legislative requirements (e.g. laws preventing discrimination, harassment and vilification, protection of privacy).</li> </ul>
<p><b>7.3 Engage with parents / carers</b></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"> <li>• planning documents for meetings with parents / carers</li> <li>• reflections on your involvement in pastoral care programs and your communication with parents / carers about their child's wellbeing</li> <li>• notes from discussions with parents / carers regarding their child's learning and wellbeing</li> <li>• written feedback to parents / carers regarding their child's learning and wellbeing</li> <li>• notes from observations by colleagues showing that you establish and maintain respectful collaborative relationships</li> <li>• reflections on the exchange of daily information with parents / carers about the involvement and experiences of their child</li> <li>• reflections on conversations with parents / carers about their child's family context and the impact this may have on their learning.</li> </ul>
<p><b>7.4 Engage with professional teaching networks and broader communities</b></p> <p>Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>	<ul style="list-style-type: none"> <li>• certificate of attendance or record of activities undertaken at a teacher or professional network meeting (e.g. CRT networks, Teacher Learning Network, professional associations)</li> <li>• reflections on participation in teacher and professional networking meetings</li> <li>• reflections on discussions with other teachers at professional learning events.</li> </ul>

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