**Audit Tool against AITSL Standards of Knowledge, Practice and Engagement**

*by Lucie Ptackova*

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| **Professional STANDARD 1: Know students and how they learn** |

# Demonstration of standard may include:

* Activities that are planned to engage students and are appropriate for the developmental stages of students within the group.
* Activities and processes used for learning that are appropriate to learning the content.
* Activities designed to draw on prior knowledge and previous experience in learning new concepts.
* Examples and/or language used that are appropriate and inclusive of students’ experience and help to make the learning accessible to all students.

**Related Key Selection Criteria:**

Demonstrate an understanding of how students learn and effective classroom teaching strategies and the capacity to work with colleagues to continually improve teaching and learning.

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *1.1*  *Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning* | Piaget’s theory of cognitive development: Secondary teaching -Formal operational stage (11 yrs +) - able to deal with abstractions, form hypotheses, solve problems systematically, engage in mental manipulations (Snowman et al. 2009) | Gave Psychology students hypothetical scenarios and asked related hypothetical questions about the studied topic. Students were able to imagine the scenario and answer questions and this helped deepen their knowledge. | PowerPoint slides on Pro-social and Anti-social behaviour |
| *1.2*  *Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.* | **Discovery learning** – students seek solutions to problems on their own or in groups  **Cognitive constructivism** – new information is embedded into existing knowledge  **Social constructivism** – language and other social tools are used for students to better understand the topic they are learning  (Snowman et al. 2009) | In my Italian lesson I especially used cognitive constructivism with students and I probed them with activities that activated students’ prior knowledge in order for them to learn new material.  Discovery learning and social constructivism – e.g. rephrasing words that they didn’t understand and using gestures - implemented in year 12 Psychology class. | Lesson Plan 4 Italian - I revised with students reflexive verbs prior to teaching direct pronouns which are similar in nature.    Psychology: Child of rage - discovery learning about detachment which promoted student engagement and active participation. |
| *1.3*  *Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.* | Teaching strategies should be chosen carefully and they should cater for students’ diverse learning / intelligences, taking into account their background, religion and culture. More explicit and concrete learning activities should be provided for students with special and learning needs and lower achievers; and extra activities/resources for early finishers. | The unit of work on Pro-social and Anti-social behaviour involved the following types of learning: Youtube clip and Power Point (visual + concrete experience), writing notes about the clip (language), group discussion (people and self), role-play (kinaesthetic + concrete experience) and a visual graph (visual and logic). | Lesson Plan 1 & 2 Psychology |
| *1.4*  *Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.* | Setting high but realistic expectations for Indigenous students (in this sense they should feel they are treated like any other students). Showing these students and their parents what successful learning looks like by communicating and getting involved with them. Acknowledging the community of these children by letting them bring everything from their community into the classroom. Employing an Aboriginal teacher’s aide for extra support. | In the future  I would like to use a photo story for children to create a presentation for the Aboriginal / Torres Strait Island community and let children write about it in English and/or in the Aboriginal language. If there are many Aboriginal students in the classroom, an Aboriginal teacher’s aide could be also employed to give an extra support for these students. | In the future  - a photo story  - sample of student story |
| *1.5*  *Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.* | Organising content and resources to cater for the specific needs of individuals and groups. Differentiating teaching to meet the learning needs and learning styles of students in the class. Adjusting units of work to cater for gifted children, below and above average, children with special needs and learning disabilities. | After having identified (students complete a survey) students’ preferred learning styles, I placed students in six groups of four based on their preferred learning style and special needs (students with ASD in the ‘visual and logic group’). Each group had an inquiry task to do for a unit of work. Each group’s inquiry task fostered one or two different learning styles designed to accommodate student’s learning preferences. | Learning style survey sample  Sample of group’s work - Postbox |
| *1.6*  *Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.* | Disability Discrimination Act (DDA) 1992, school policies for implementing the various provisions that ensure compliance with the DDA  Inclusion practices such as safety, cultural sensitivity, promoting participation and cooperation, healthy lifestyles.  Adjustments include: Individual Learning Pathway for children with special needs, physical and learning disability, time out corner and the use of breathing pacifying techniques for students with ASD, anxiety and  meltdowns. | I allowed a student with a rare health condition (excessive fainting) to eat during the class to keep her energised, minimise her fainting condition and keep her engaged.  My instructions had to be very specific and often repetitive when dealing with an autistic boy in order for him to participate as fully as possible. | Anecdotes with a teacher  Inclusion / Disability policies and resources |

**Aspects of Professional Standard 1 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *1.4*  *Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.* | Setting high but realistic expectations for Indigenous students (in this sense they should feel they are treated like any other students). Showing these students and their parents what successful learning looks like by communicating and getting involved with them. Acknowledging the community of these children by letting them bring everything from their community into the classroom. Employing an Aboriginal teacher’s aide for extra support. | In the future  I would like to use a photo story for children to create a presentation for the Aboriginal / Torres Strait Island community and let children write about it in English and/or in the Aboriginal language. If there are many Aboriginal students in the classroom, an Aboriginal teacher’s aide could be also employed to give an extra support for these students. | In the future  - a photo story  - sample of student story |

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| **Professional STANDARD 2: Understanding of content and how to teach it** |

**Demonstration of standard may include:**

* Relevant and correct content to be delivered and skills to be demonstrated to students.
* Methodologies and practices of the content area or discipline that are recognised and used effectively.
* Appropriate use of curriculum and program frameworks.
* Clearly articulated concepts/content to be taught and the links to past and future learning sequences.
* Reflections showing a capacity and willingness to engage in discussion of concepts/content areas and appropriate resources for learning.

**Related Key Selection Criteria:**

Demonstrated knowledge of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the ability to design curriculum programs consistent with their intent.

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *2.1*  *Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.* | In order to meet the learning needs of all students, content and structure of my lessons contain variety of visual stimuli (Engage), case study/stories (Explore, Explain), group and class discussions (Elaborate), opportunity for practice - questionnaire, tests, class projects, role plays etc (Evaluate). To consolidate the newly acquired knowledge, the content is revised before starting a new topic. | Expectation put into action in various Psychology lessons. | Year 11, Lesson Plans 1&2, Pro-social and Anti-social behaviour |
| *2.2*  *Organise content into an effective learning and teaching sequence.* | The material being taught needs to be relevant, meaningful and age appropriate and it is designed to cater for students’ prior knowledge, their interests and individual needs. | As students were quite interested in finding out about Italian music, I chose a song for them to listen and translate in English with lyrics that targeted specific grammar being taught. | Year 11/12, Lesson plan 1, task E, song ‘E penso a te’ with examples of ‘gerundium’ |
| 2.3  *Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.* | Using variety forms of assessments, monitoring and evaluating of student achievement to develop suitable and targeted teaching sequence that covers an element / elements of the required curriculum. | Used oral revision (informal and roaming assessment) of Italian grammar to identify gaps in student knowledge, and designed and implemented a follow up lesson that addressed these gaps. | Year 10 Italian, Lesson plan 5, practice of Sapere / Conoscere   * Revision survey * Pre-test |
| 2.4  *Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.* | Supporting and showing respect for Aboriginal and Torres Strait Island students by building relationships and trust with their parents and communities, using available expertise and networks, and taking advantage of relevant professional learning opportunities. | In the future – teaching students about the impact ethnic groups have had on Australian society, supporting the Indigenous parents group by organising for them to have meetings and for them to have a voice within the school. | In the future attend professional development for this topic and get evidence. ? (visual, brochure, photo of a Power Point)  Involve and value Indigenous staff in the school and let them have a say – evidence. ? (anecdote with staff)  Show students what successful learning can look like for the Indigenous groups of students and get evidence. ? (anecdote, video) |
| 2.5  *Know and understand literacy and numeracy teaching strategies and their application in teaching areas.* | Literacy and numeracy skills are used by humans in every-day life and students also use them without realising this at school. Literacy and numeracy skills should therefore be fostered and embedded by teachers in all school domains, not just in English and Maths. | Used mathematical problems in Italian for students to solve when teaching numbers.  Students scored their results in TEAM activity.  Taught students skimming and summarizing techniques in Psychology class. | Numeracy - Year 8 Italian Power Point, e.g.  cinque + sette – otto =  (five + seven – eight = )  Literacy - Lesson Plan 3 Pro-social and Anti-social behaviour.  TEAM work sample |
| 2.6  *Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.* | Using a variety of digital tools and resources to engage students and enrich their experience.  Exploring how a range of digital tools and resources can be used to collaboratively build students’ knowledge. | Several Power Points and Youtube clips have been used for students in order to make the lessons more interesting, interactive and engaging (Power Point slides for visual learners, Youtube clips, students also use their laptops / IPods). | Topics for which PPT have been used:  Psychology, Year 11 & 12: Pro-social and Anti-social behaviour, Research methods, Visual sensation and perception, Categorical and Dimensional approaches  Italian, Year 10: Sapere and Conoscere |

**Aspects of Professional Standard 2 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *2.4*  *Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.* | Supporting and showing respect for Aboriginal and Torres Strait Island students by building relationships and trust with their parents and communities, using available expertise and networks, and taking advantage of relevant professional learning opportunities. | In the future – teaching students about the impact ethnic groups have had on Australian society, supporting the Indigenous parents group by organising for them to have meetings and for them to have a voice within the school. | In the future attend professional development for this topic and get evidence. ? (visual, brochure, photo of a Power Point)  Involve and value Indigenous staff in the school and let them have a say – evidence. ? (anecdote with staff)  Show students what successful learning can look like for the Indigenous groups of students and get evidence. ? (anecdote, video) |

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| **Professional STANDARD 3: Plan for and implement effective teaching and learning** |

**Demonstration of standard may include:**

* Learning activities that are planned and structured to provide for meaningful learning.
* Activities that are related to learning goals.
* Activities and resources that are appropriate for the engagement and developmental stages of students within the group.

**Related Key Selection Criteria:**

Demonstrate an understanding of how students learn and effective classroom teaching strategies and the capacity to work with colleagues to continually improve teaching and learning.

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *3.1*  *Set learning goals that provide achievable challenges for students of varying abilities and characteristics.* | Setting learning goals that provide challenges stimulates children’s learning, however there has to be a balance between a challenge and an achievable outcome. | I got students to write a pre-test to identify the level of their knowledge. After deconstructing their tests, I identified and recorded both challenging and achievable learning goals suited for the majority of class, as well as for lower and higher achievers. | Samples of the pre-test  Individual learning goals  Class learning goals  TEAM activity  Post-test |
| *3.2*  *Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.* | Using the knowledge of how students learn to plan and sequence learning programs.  Drawing upon the knowledge of curriculum content to plan and sequence learning programs.  Using the knowledge of effective teaching strategies to plan and sequence learning programs. | When teaching Experimental Research students brainstormed the term ‘Experiment’. Their answers and key words were used and elaborated in the following lessons.  Structuring curriculum content into lesson sequences. | Sequence plan  Personal reflection  Student work samples over time |
| *3.3*  *Include a range of teaching strategies.* | A range of teaching strategies are used to either introduce a topic, reinforce particular skills (cooperative, interdependent skills), engage or to revise a topic. | I have used a variety of activities for students at the beginning of each lesson to reinforce their teamwork skills in preparation for a long-term group work participating in a research project. | Activities used: Jigsaw, Multiply and Merge, Circuit Brainstorm, Postbox, TEAM (Together Everyone Achieves More) coaching activity  Student work samples |
| *3.4*  *Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.* | ICT resources and technologies are used to deepen students’ understanding and to engage them in their learning. It makes the lesson meaningful and inspiring. | Used photos, videos, YouTube clips, Power Points | Lesson Plans, Power Points |
| *3.5*  *Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.* | There are several techniques to communicate with students. Both verbal and non-verbal communication strategies are needed to help students understand what is expected, to engage students and help them to focus, participate and achieve success. | Verbal communication used: Targeted feedback (throughout the lesson and at the end), teacher modelling of tasks, assertive and firm communication when addressing behavioural management issues.  Non-verbal communication used: Used lots of eye contact, gestures and walked around the classroom while explaining a topic to engage students. | Video and photos of myself using verbal and non-verbal communication. |
| *3.6*  *Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.* | Teaching techniques have to be evaluated and modified in order for students to achieve and / or improve their learning goals. | I had students and other teacher writing me a feedback about my teaching.  Students’ grammar tests at the end of the unit showed me how much they have learned. | Assessment data – formative  Teacher’s written feedback  Students’ written feedback |
| *3.7*  *Describe a broad range of strategies for involving parents/carers in the educative process.* | Parents should be involved in the educative process of their child’s learning with the emphasis on building a relationship with the school so that appropriate questions can be asked when parents need assistance. | In the future  Attending parent-teacher interview  Parent curriculum information session | In the future  Parent-teacher interview video (with written consent of the parents) |

**Aspects of Professional Standard 3 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *3.7*  *Describe a broad range of strategies for involving parents/carers in the educative process* | Parents should be involved in the educative process of their child’s learning with the emphasis on building a relationship with the school so that appropriate questions can be asked when parents need assistance. | In the future  Attending parent-teacher interview  Parent curriculum information session | In the future  Parent-teacher interview video (with written consent of the parents) |

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| **Professional STANDARD 4: Create and maintain supportive and safe learning environments** |

**Demonstration of standard may include:**

* A positive learning environment that is promoted and worked toward by the teacher and students.
* Learning activities that capture student interest and engage active participation by students.
* Teacher expectations for student learning that are made clear.
* Monitoring of student behaviour that is timely and appropriate.
* Resources, materials and activities that are managed to ensure the engagement and safety of students.
* Activities that are designed to capture student interest.
* Encouragement of active participation in learning.
* The graduate teachers capacity to provide clear instructions to students.

**Related Key Selection Criteria:**

Demonstrated knowledge of initiatives in student learning including the Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice and the ability to design curriculum programs consistent with their intent.

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *4.1*  *Identify strategies to support inclusive student participation and engagement in classroom activities.* | Making learning interesting – ensuring that all students are engaged in their learning, strategies to promote productive group learning, making content that may appear abstract to students relevant and interesting. | Gave students assigned roles in a group work to promote teamwork and participation of all students, followed by checking their accountability (whether they have done the tasks).  Used a lot of real-life examples to make abstract content easier to understand and interesting. | Students’ written samples of teamwork activities  Power Point slides showing a true story video clip when explaining ‘diffusion of responsibility’ in Psychology class.  Youtube clip “Child of rage” explaining detachment |
| *4.2*  *Demonstrate the capacity to organise classroom activities and provide clear directions.* | Strategies that teachers adopt to enhance their organisation of classroom activities.  Directions that teachers need to provide students when they are involved in group or collaborative learning. | Provided clear instructions, ongoing communication, demonstration and repetition.  Set reasonable and clear expectations. | Power Point on Classroom Expectations  Visuals – lollypop sign with red-stop, listen and think, and green-go, discuss and work |
| *4.3*  *Demonstrate knowledge of practical approaches to manage challenging behaviour.* | Adopting strategies to prevent challenging behaviour – make students engaged in their learning.  For positive learning and teaching environment to take place set routines, clear expectations and consequences for not following these. | Developed ‘Classroom Expectations’ for students to refer to, being firm, fair and consistent when implementing these in practice. | Power Point on ‘Classroom Expectations’ and ‘Consequences’ including yellow and red cue cards.  Visuals  – lollypop sign – see 4.2  - cue cards to give to students to inform them of their behaviour (yellow – warning, red – lost choice)  Class list with notes about student challenging behaviour including consequences for that behaviour. |
| *4.4*  *Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.* | Implementing strategies and programs to create and maintain supportive and safe learning environment, including following school OHS policies, Codes of Practice and Codes of Conduct, employing a school psychologist, completing and renewing First Aid certificate, putting a list of strategies in place for episodes of Asthma, Anaphylaxis, Epilepsy etc.. | I allowed a student with a rare health condition (excessive fainting) to eat during the class to keep her energised and minimise her fainting.  Studied the 5-step process in the First Aid guide.  In the future - buddy up newly arrived children with other children that they can relate to (language, culture, personality) to learn about school safety, such as wearing hats, not blocking the slide etc. This strategy also creates a sense of belonging for the new children. | Anecdote with a teacher  First Aid visual  Safety policies / rules |
| *4.5*  *Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.* | Teaching students and teachers how to use ICT safely, responsibly and ethically.  Putting strategies in place to minimise access to inappropriate and unethical websites.  Building trustful relationships with students. | In Year 9 Italian class while students were told to do some grammar exercises on a computer program, I walked around the class to check whether they were doing their assigned task and those students who were surfing the internet instead, I reminded them of what they had to be doing. | My own reflection about the lesson including notes describing how I ensured that students were using the ICT responsibly. |

**Aspects of Professional Standard 4 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *4.4*  *Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.* | Implementing strategies and programs to create and maintain supportive and safe learning environment, including following school OHS policies, Codes of Practice and Codes of Conduct, employing a school psychologist, completing and renewing First Aid certificate, putting a list of strategies in place for episodes of Asthma, Anaphylaxis, Epilepsy etc.. | I allowed a student with a rare health condition (excessive fainting) to eat during the class to keep her energised and minimise her fainting.  Studied the 5-step process in the First Aid guide.  In the future - buddy up newly arrived children with other children that they can relate to (language, culture, personality) to learn about school safety, such as wearing hats, not blocking the slide etc. This strategy also creates a sense of belonging for the new children. | Anecdote with a teacher  First Aid visual  Safety policies / rules |

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| **Professional STANDARD 5: Assess, provide feedback and report on student learning** |

**Demonstration of standard may include:**

* Assessment strategies that are relevant to the level of individual student understanding and skill development.
* Assessment activities selected that allow for evaluation of student learning and provide meaningful feedback to students.

**Related Key Selection Criteria:**

Capacity to monitor and assess student learning data and to use this data to inform teaching for improved student learning.

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *5.1*  *Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.* | **Informal** – student observation, class & one on one discussions, walking around the class (roaming)  **Formal** – assignments, testing, oral presentations, posters, assessment of/for/as learning => data of student achievement  **Diagnostic** – the use of ICT, whiteboard and other tools/resources to assess students  **Formative** – assessment of students throughout a period of time  **Summative** – assessment of student at the end of a period of time | Used oral assessment tool in Italian class to assess student knowledge and proficiency on a specific topic in the preparation for the exam.  Marked grammar tests and gave students written feedback.  Observed students, had discussions with them and walked around the class. | Year 12, Italian Mock Oral Exam – Criteria Sheet  Marked test sample |
| *5.2*  *Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.* | Using feedback strategies to ensure students understand what is required to make effective progress. Feedback allows for self-reflection which gives students an understanding of where they can improve.  Using PIE (Praise, Instruct, Encourage) feedback to inform students about their progress in a positive and constructive way. | Used formative and summative, verbal (one on one / as a group) and written feedback to students to allow for self-reflection.  Got students to do peer assessment feedback with one another based on specific assessment criteria sheet to allow for self-reflection. | Marked test sample with written feedback  Year 12, Italian Mock Oral Exam – Criteria Sheet  Peer assessment written feedback |
| *5.3*  *Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.* | Using assessment moderation processes to achieve greater consistency and accuracy in grading student assessment tasks.  Using data gained through the moderation activities to track student progress and to plan for teaching interventions. | Reviewed student work on a regular basis to keep judgement consistent.  Used not just one form but a range of assessment data | Variety of student work |
| *5.4*  *Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.* | Using assessment data to analyse and evaluate student understanding of core topics, e.g. identifying the strengths and areas for improvement, and modifying teaching programs for future lessons. | Analysed student work and compared this to specific criteria rubric sheet. While doing this – identified and highlighted areas that students need assistance with. Based on this process I set specific learning goals for students to improve their learning. | Student work sample  Highlighted areas on a criteria rubric sheet / error cluster sheet  Copy of individual / group learning goals |
| *5.5*  *Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.* | Reporting to students and parents is vital for parents to be informed about their student learning/behaviour progress as well as for students to know where they are in terms of their learning and/or behaviour.  Records of students must be kept accurate and reliable to ensure consistency and to avoid misunderstanding and confusion. | - class list notes  - one on one / class feedback  In the future  - student reports  - parent-teacher interview (formal)  - parent-teacher meeting (informal)  - phone calls to parents | - class list notes  - one on one written feedback  In the future  - student reports  - recording of parent-teacher interview (with consent of the parent)  - recording of students (with consent of the parents) |

**Aspects of Professional Standard 5 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *5.5*  *Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.* | Reporting to students and parents is vital for parents to be informed about their student learning/behaviour progress as well as for students to know where they are in terms of their learning and/or behaviour.  Records of students must be kept accurate and reliable to ensure consistency and to avoid misunderstanding and confusion. | In the future  - student reports  - parent-teacher interview (formal)  - parent-teacher meeting (informal)  - phone calls to parents  - diary notes  - class list notes  - one on one / class feedback | In the future  - student reports  - recording of parent-teacher interview (with consent of the parent)  - recording of students (with consent of the parents)  - diary notes  - class list notes |

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| **Professional STANDARD 6:** **Engage in professional learning** |

**Demonstration of standard may include:**

* Reflections on classroom activities highlighting activities and resources that could be refined or reconsidered.
* Reflections on classroom activities that identify areas of knowledge or practice that need further development.
* Reflections on the learning sequence demonstrating a capacity to plan for changes and improvements for future practice.
* Reflections on the learning sequence showing insight into the effectiveness of planned strategies and activities for student learning.
* Reflective comments shows a willingness to engage in discussion of how to build an effective learning environment.
* Showing a capacity and willingness to engage in and plan for continuing professional learning.
* Showing a capacity to evaluate the extent to which professional activities contribute to their professional knowledge and practice.
* Resources and/or technologies used that are appropriate for the group and for learning the concepts or content.

**Related Key Selection Criteria:**

Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff.

Demonstrated commitment and capacity to actively contribute to a broad range of school activities and a capacity to reflect on, evaluate and improve professional knowledge and practice

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *6.1*  *Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.* | By conducting formal/informal audit of the National Professional Standards the teachers identify areas of professional knowledge/practice they need to improve on. Then they seek and use professional learning resources/ideas that address the specific gaps. | - developed audit of the National Professional Standards  - identified areas to work on  - searched for and obtained resources for improved teaching strategies  - the new strategies to be implemented in the next teaching round | Copy of the audit including listed strategies (Plan of Action) for improved teaching practices. |
| *6.2*  *Understand the relevant and appropriate sources of professional learning for teachers.* | Identifying and using appropriate sources of professional learning to suit teachers’ needs.  Engaging in appropriate and relevant meetings/training/workshops to learn about and use new sources for improved learning/teaching strategies. | Attended and engaged in LOTE, ICT and Curriculum meetings to gain a deeper understanding of issues raised by the school and to learn suggested strategies for improvement. | - Copy of First Aid training  - Certificate of Engagement in specific meeting/workshop  - Photo of a meeting agenda |
| *6.3*  *Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.* | Engaging in discussions with colleagues, reflecting on and applying their feedback to improve future teaching strategies. | Continually seeked verbal and written constructive feedback from mentor teachers and applied these in my teaching practices. | Copy of mentor’s written feedback |
| *6.4*  *Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.* | Ongoing professional learning is vital for the development/improvement of teaching strategies.  Improved professional learning is linked to improved teaching which is linked to improved student learning.  The rationale for continued professional learning is to keep up with changes and variations that frequently occur in today’s society, e.g. the advancement of ICT, the changes from VELS to AUSVELS etc. | I am constantly trying to keep up to date with current teaching strategies and practices. Recently I was studying and analysing the article by Ken Rigby (2011) that explains in detail the six intervention strategies that schools should (some already do) use for cases of bullying.  Leadership practice | Copy of the article  Copy of relevant PD slides |

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| **Professional STANDARD 7:** **Engage professionally with colleagues, parents/carers and the community** |

**Demonstration of standard may include:**

* Classroom activities demonstrating a capacity to work productively with other teachers.
* The Analysis of Teaching and Learning showing an understanding of the philosophy, ethos or priorities of the school community and the influence of these on the teaching and learning process within the school setting.
* The sequence of learning showing a capacity to engage with and use resources from the wider school community, parents/guardians and/or the community at large to enhance students’ learning of key concepts.
* Reflections on the learning sequence that demonstrate a capacity to contribute to improvements for future practice, at a team or program level.
* Showing a capacity and willingness to engage in and reflect on a range of collegiate and professional activities, both within and outside of the school.
* Showing a capacity to evaluate collegiate and professional activities.

**Related Key Selection Criteria:**

Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff.

Demonstrated commitment and capacity to actively contribute to a broad range of school activities and a capacity to reflect on, evaluate and improve professional knowledge and practice

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *7.1*  *Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.* | Understanding and applying the ethical dimensions of teaching including acting professionally and following the principles of codes of ethics and codes of conduct. | Studied the AITSL Code of Ethics downloaded from the AITSL website  In the future – study the Code of Conduct and/or Ethics obtained from the prospective school | Copy of AITSL Code of Ethics  In the future – copy of the Code of Conduct and/or Ethics obtained from the prospective school. |
| *7.2*  *Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.* | Complying with relevant legislative, administrative and organisational requirements, policies and processes to address issues ranging from the sun safe policy to police checks and mandatory reporting | Conducted the class roll  In the future   * Read newsletters * Study and follow school policies * Keep records for legislative, administrative and organisational purposes | Copy of the marked class roll  In the future   * Copy of the school policies and procedures, e.g. sun smart policy |
| *7.3*  *Understand strategies for working effectively, sensitively and confidentially with parents/carers.* | Engaging with parents/carers sensitively and respectfully. Interacting with parents/carers formally (parent-teacher interview) and informally (making a phone call, scheduling informal meetings) to report accurately about a student progress. | In the future  - Remain confidential about sensitive topics when talking to a parent/student  - Be sensitive when talking to parents about student misbehaviour/failure  - informing parents about their students’ progress on a regular basis (making phone calls) | In the future  - photo of parent-teacher interview  - video footage of a discussion with parents (with the permission of parents) |
| *7.4*  *Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.* | Understanding the role of professional learning networks and communities to support teacher’s professional learning interests.  Communicating with the broader community about improving teaching and learning. | Joined external unions and engaged in professional learning meetings/workshops organised by Deakin University, Hawker Brownlow Education, AEU, IEU and TLN. | Copy of an email about scheduled PD meeting and my confirmation of attendance  Copy of PPT slides from PD meetings. |

**Aspects of Professional Standard 7 that I need to know more about and/or need to implement**

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| **Expectation** | **Explanation**  (Meaning of expectation) | **Practice**  (Describe how you **HAVE** put the expectation into action) | **Proof of Practice**  (Description of evidence you have to support practice claim) |
| *7.2*  *Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.* | Complying with relevant legislative, administrative and organisational requirements, policies and processes to address issues ranging from the sun safe policy to police checks and mandatory reporting | Conducted the class roll  In the future   * Read newsletters * Study and follow school policies * Keep records for legislative, administrative and organisational purposes | In the future   * Copy of the school policies and procedures, e.g. sun smart policy |
| *7.3*  *Understand strategies for working effectively, sensitively and confidentially with parents/carers.* | Engaging with parents/carers sensitively and respectfully. Interacting with parents/carers formally (parent-teacher interview) and informally (making a phone call, scheduling informal meetings) to report accurately about a student progress. | In the future  - Remain confidential about sensitive topics when talking to a parent/student  - Be sensitive when talking to parents about student misbehaviour/failure  - informing parents about their students’ progress on a regular basis (making phone calls) | In the future  - photo of parent-teacher interview  - video footage of a discussion with parents (with the permission of parents) |