



Transition to full registration

An evidence guide for early childhood teachers



A guide for provisionally registered teachers and their mentors to assist the transition to full registration in a Queensland early childhood service
Developed from AITSL's Guide to Transition to Full Registration

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The contributors to this Guide acknowledge the traditional custodians of the land on which we live and work and pay our respects to the elders past and present.



Working with the Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers (the Standards) identify the professional knowledge, professional practice and professional engagement required of teachers. The Standards describe what teachers should know and be able to do. They are interconnected, interdependent and reflect the complex role of teaching across contexts.

The Standards provide a framework for reflecting on and discussing teaching practice across the career continuum. A provisionally registered teacher will use the Proficient career stage of the Standards to identify learning goals and guide professional learning. The transition to full registration will require an assessment of a provisionally registered teacher's practice against the Proficient career stage of the Standards.

Transition to full registration: An evidence guide for early childhood teachers (the Guide) describes the Standards at the Proficient career stage within the context of an early childhood education and care service. It has been developed specifically for provisionally registered early childhood teachers and their mentors. The Guide outlines the provisional registration process, the professional roles required in the transition process and appropriate evidence to demonstrate the Standards.

Whilst the Guide is reflective of the Standards, key terms of the Standards as used in schools have been matched with equivalent early childhood terms.

Early childhood	School
Service and settings	Schools and system
Children	Students
Learning outcomes and learning experiences	Levels of achievement
Programming and planning	Lesson sequencing
Programming cycle	Well-sequenced learning and teaching program
Documentation of planned learning experiences	Lesson plans and reporting
Emergent curriculum, curriculum frameworks	Curriculum, assessment and reporting requirements
Assessment of learning and assessment for learning – learning stories, anecdotal records, photo observations, work samples, conversations with children, tracking sheets	Diagnostic assessment, formative and summative assessment
Documentation, transition statements, learning stories, observation	Reporting requirements

Context

Guidelines for decision-making

To assist with consistent observation and assessment of teaching practice in an early childhood education and care service, the focus areas of the Standards have been allocated across six sections relevant to an early childhood environment. These sections have been mapped to the National Quality Standard.

Evidence guide sections	National quality standard
Section 1: Planning for learning	QA 1
Section 2: Assessment of learning	QA 1
Section 3: Pedagogical practice	QA 1,2,3 and 5
Section 4: Inclusive practice	QA 2, 3, 5 and 6
Section 5: Educational leadership and quality improvement	QA 2,4 and 7
Section 6: Partnerships	QA 6

Examples of evidence for each section are organised under three headings to illustrate each descriptor in practice in an early childhood service. Artefacts for sighting, teaching practice to observe and reflections to discuss are described for each descriptor. The examples are not an exhaustive list and should not be viewed as a checklist.

Artefacts for sighting	Artefacts are examples of work completed by children - such as box work, painting, block building - or evidence of the teacher's own planning and practice. Evidence can include digital or photographic collections of these artefacts as presented in children's portfolios.
Observe	Observing practice gives the mentor/ Reviewer a key understanding of obtaining evidence that aligns with the Standards. This will acknowledge the professional practices that meet the Proficient career stage.
Discuss	Engaging in a professional discussion about practice and asking key questions will support the evidence provided to the reviewer so they can make a judgement aligning each of the Standards.

Mandatory evidence

Evidence must include:

- observations of teaching practice (and may include reports from observations by a mentor or experienced teacher if separate to the Reviewer)
- examples of planning/teaching/learning/assessing/ reporting that have been annotated to demonstrate links with the Standards
- involvement in collegial and collaborative teaching activities
- records of guided reflection on professional practice and development against the Standards.

Examples of evidence

In order to effectively assess the provisionally registered teacher's demonstration of the Standards at the Proficient career stage, in addition to observations, the Reviewer should consider the categories of evidence listed below. Provisionally registered teachers should be advised about meeting privacy and confidentiality requirements when collating evidence.

- **Section 1:** Planning for learning – learning experiences that include both outdoor and indoor play, monitoring and documenting play, evaluation and reflection on programming, exploration of decision-making processes including co-constructed learning, resources including ICT, displays in rooms
- **Section 2:** Assessment of learning – learning stories, anecdotal records, photo observations, work samples, conversations with children, movement tracking sheets, transition statements
- **Section 3:** Pedagogical practice – reflections on practice, notes of observations of other teachers' practice, notes from formal observation
- **Section 4:** Inclusive practice – learning stories, documented inclusive practice through child-initiated activities, professional reading to improve knowledge of individual children's needs
- **Section 5:** Educational leadership and quality improvement – notes from work with allied health professionals, service policies, risk assessments and other relevant service documents relevant, engagement in professional learning, and/or professional learning provided for colleagues
- **Section 6:** Partnerships – records of professional conversations and meetings, resources co-constructed with colleagues, team meeting notes, records of engaging with parents/carers and the community

Provisional registration

Provisional registration is a transition period to full registration, an acknowledgement that teacher education is a continuum made up of the preservice program, induction and career-long professional development. It reflects achievement of the Graduate career stage of the Standards. People granted provisional registration include recent teacher education graduates, teachers applying for registration after a career break and applicants with interstate or overseas qualifications.

Transition to full registration

To achieve full registration, minimum teaching experience of one year (200 days) and evidence of performance at the Proficient career stage of the Standards is required. Eligible teaching experience commences from the date provisional registration was granted and must take place in an acceptable setting.

Classroom teaching experience in a Queensland state or non-state school, or a recognised school in another Australian state or territory or New Zealand is acceptable. Delivering a program based on a syllabus or kindergarten guideline approved or accredited by the Queensland Curriculum and Assessment Authority (QCAA), for example the *Queensland Kindergarten Learning Guideline* (QKLG) and the *C&K Building waterfalls* program, is also acceptable. This includes roles, such as the director, that provide consistent and substantial leadership in the implementation of a QCAA approved or accredited program.

The teaching experience may take place across a number of acceptable settings. It may include individual days as well as continuous teaching experience.

Standards-based development and assessment process

From commencement of the provisional registration period, the provisionally registered teacher engages in ongoing reflection, identification of learning goals and areas for development, and professional learning using the Standards. The process is built on an assumption of ongoing collegial professional discussions between the provisionally registered teacher and other teachers such as a nominated supervisor/mentor, educational leader or educational advisor in the early childhood service. If the provisionally registered teacher is the only registered teacher in the early childhood service, it is important that they have regular communication and supported development with an experienced fully registered early childhood teacher.

The provisionally registered teacher is required to present a range of evidence to demonstrate each of the seven Standards taking account of each of the descriptors. The evidence presented should cover a broad scope of the teacher's knowledge, practice and engagement. One piece of evidence can address many descriptors within and across the Standards.

Evidence used to demonstrate achievement against the Standards will:

- be drawn directly from the teacher's work
- be derived from a range of sources and must include:
 - evidence of children's learning and development
 - observation of the teacher's teaching
- be annotated to reflect achievement of the Standards by taking account of each of the descriptors.

When developing evidence teachers should:

- work from their usual teaching context and draw on observational notes, documentation, reflections and resources they use in their service
- avoid duplication of evidence by referencing multiple descriptors against key pieces of evidence where appropriate
- use evidence that comes from a range of sources, for example:
 - observations
 - children's work
 - programming documentation
 - professional conversations or collaborations with colleagues
 - children/parent feedback
 - transition statements
 - records of guided reflections on practice and development against the standards
 - communication with parents/carers
- ensure the range and context of their teaching practice is illustrated in their evidence
- show the link between their teaching practice and its impact on the learning of the children in their setting.

Demonstrating the promotion of children's learning and development

Evidence of children's learning and development should be provided and linked to the appropriate descriptor/s. Such evidence may include, for example, children's work samples and recorded observations that document the children's learning, visual records of children's learning, teacher reflection on individual children's learning and needs, and children's reflections on their own learning.

Using annotations

Annotation may take different forms such as handwritten notations attached to samples of documented learning, or an explanatory paragraph attached to the evidence. A piece of evidence may have one annotation which provides information across a number of areas or multiple annotations covering individual issues.

Regardless of the form, an annotation should provide enough information so that the work can be understood by others and demonstrate a teacher's achievement of the Standards/descriptors.

At a minimum an annotation should:

- identify the descriptor/s being accounted for and explain links between the evidence and the specific descriptor/s
- provide context to the evidence (e.g. what, why and when) in order to situate the work
- demonstrate how the evidence shows achievement of the Standards/descriptor/s
- identify impact on children's learning.

Context

It is recognised that the evidence teachers can provide will vary depending on a number of contextual issues including the type of early childhood service and the number of settings from which the evidence has been gathered. Early childhood teachers are encouraged to utilise evidence that is specific to their own context and role in the delivery of an approved or accredited kindergarten guideline.

While it may not be possible to provide direct evidence against every specific descriptor, for example '1.6 Strategies to support full participation of students with disability', teachers are encouraged to use annotation to draw links and explain their knowledge of descriptors not directly applicable to their context. For example, a teacher who has not had the opportunity to teach a child with a disability may use

annotation to show how teaching strategies they designed and implemented for managing diverse learning needs could be adapted to support the full participation and learning of children with a disability.

Roles and responsibilities in the transition to full registration

The provisionally registered teacher will receive guidance, support and feedback regarding progress towards meeting the Standards from experienced colleagues and mentors. This should include ongoing collegial interaction and professional discussions. The culminating assessment against the Standards is completed by a Reviewer.

The Reviewer must have prior approval from the QCT to make the assessment and full registration recommendation. The Reviewer may be a fully registered teacher with an understanding of the early years and/or primary schooling to whom one of the following applies:

- already works in the centre
- regularly visits the centre in an advisory role, e.g. Early Education Advisor
- is from an affiliated centre
- teaches in a primary school.

The Reviewer must not be:

- a family member
- a parent of a child in the class or a parent of a child who will enter the provisionally registered teacher's class during the provisional registration process
- a teacher of the provisionally registered teacher's children
- a high school teacher with no early years or primary experience.

In early childhood services, one person may act in the role of both mentor and the Reviewer. Alternatively a provisionally registered teacher may have both a mentor and a Reviewer to support the development of all aspects of their role.

The Reviewer:

- holds full teacher registration and co-signs the *FORM K: Progressing to full teacher registration if teaching a QCAA approved or accredited Kindergarten guideline*
- develops sufficient knowledge from evidence of the provisionally registered teacher's successful teaching practice to complete the Assessment against the Australian Professional Standards for Teachers (Proficient career stage) and a Recommendation for Full Registration which is embedded in the *Application for*

Moving from Provisional to Full Registration

- sights evidence for the required teaching experience
- meets periodically with the provisionally registered teacher
- takes into account the specific context in terms of both the setting and the role of the teacher from which the evidence is derived
- completes a holistic assessment against each Standard taking into account each of the descriptors
- raises any significant concerns regarding the provisionally registered teacher's progress with both the provisionally registered teacher and the supervisor/ employer
- exercises professional discretion in making a decision whether or not to complete a report at that point
- seeks advice from the QCT where they are concerned they have insufficient knowledge of the provisionally registered teacher's teaching practice on which to make a decision
- makes a recommendation to the QCT for full registration or for a further period of provisional registration
- discusses the decision indicated on the Assessment and Recommendation with the provisionally registered teacher
- formally advises the provisionally registered teacher about the outcome of the registration decision, including, where applicable, the process for review of a decision

The mentor:

- supports the development of the provisionally registered teacher
- models great teaching practice
- guides the provisionally registered teacher's practice against the Standards and their collection of evidence
- facilitates authentic and continuous observation and professional conversations
- provides counsel, insight and guidance for decisions relating to the provisionally registered teacher
- raises any significant concerns regarding the provisionally registered teacher's progress with the provisionally registered teacher
- may also act as the Reviewer with prior approval from the QCT

The provisionally registered teacher in an early childhood service:

- takes a proactive approach

- demonstrates a strong understanding of the Standards
- accesses an appropriate mentor and a Reviewer (this may be the same person in an early childhood service)
- applies for the Reviewer to be approved through the QCT through the submission of a *FORM K: Progressing to full teacher registration if teaching a QCAA approved or accredited Kindergarten guideline* prior to the mentoring taking place
- demonstrates and presents evidence
- engages in reflective practice and develops identified learning goals
- takes supported professional responsibility for demonstrating that they meet the Standards
- presents a range of evidence to demonstrate achievement of each of the Standards at the Proficient career stage taking account of the descriptors
- uses this Evidence Guide to assist with compiling evidence
- ensures evidence from other settings has been verified by the relevant person at the time (e.g. previous mentor, Director, School Principal)

Assessment of evidence of knowledge, skills and practice at the Proficient career stage

Evidence is defined as 'authentic, reliable and valid information that can be used to support a particular idea, conclusion or decision. It can be contained within artefacts, observable actions and products' (Sim, Freiberg, White, Allard, Le Cornu & Carter 2012).

Evidence of the provisionally registered teacher's knowledge and skills must comprise a combination of artefacts they have developed, used and/or modified (e.g. programming); observations of their practice made by the mentor or Reviewer and others (with written or verbal reports); discussions between the provisionally registered teacher and Reviewer; and other interactions typical of an early childhood service.

One piece of evidence, such as a transition statement, may be used to account for a range of descriptors from different Standards.

When making any assessment it is essential that the Reviewer bases his/her judgements on the range of evidence described above. This will help to ensure the consistency and appropriateness of those judgements.

Observation process

Formal observation that includes critical reflection and feedback is essential to the development of a provisionally registered teacher's practice. The Reviewer undertakes formal observations of and provides feedback on the provisionally registered teacher's:

- programming
- teaching practice, including content knowledge and pedagogy
- expectation of children's behaviours, including behaviour guidance strategies
- observations and recording of learning, including the children's voice
- engagement and communication with parents/carers, families and communities
- team leadership with colleagues
- professional conduct.

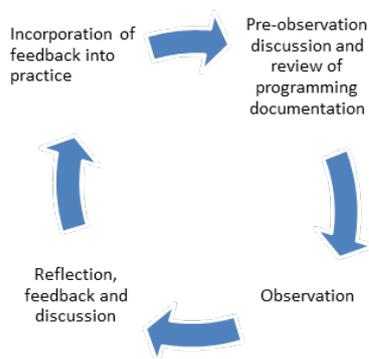


Figure 1: Formal observation process

Pre-observation discussion and programming documentation

The Reviewer should check all programming documentation with the provisionally registered teacher, as outlined in Figure 1, prior to an observation occurring. The planning check will provide opportunities for discussion and reflection at the end of the observation cycle.

Pre-observation discussion points (examples only)

- Defined and achievable learning goals that align with curriculum intent and identify and reflect on where the child has come from, where they are now and where they are going
- Intentional teaching strategies that provide meaning to the learning goals and represent a range and balance of child-initiated and adult-initiated learning experiences
- Content that is organised into an effective teaching and learning sequence

Reflection and feedback

Observations and feedback discussions may be supported by notes/reflections made by the Reviewer, the mentor (if separate from the Reviewer), other colleagues such as the educational leader, director or service manager or another early childhood teacher and the provisionally registered teacher.

Discussions should provide the provisionally registered teacher with opportunities to articulate, as well as build on, knowledge and understanding of the Proficient career stage descriptors outlined in the Standards and their application to planning for effective teaching.

Reflection and feedback discussion points (examples only)

- Articulation between the content, teaching strategies used and intended outcomes
- Explanation of the thinking process underlying any changes made to learning experiences during the observation to meet the learning needs of individual children
- Determination of whether the approaches used achieved the intended outcomes
- Critical reflection on why the learning experience achieved or didn't achieve the intended outcomes
- Explanation of next steps



1 Planning for learning



Evidence examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist.

Planning for learning	Includes the focus areas of:
A key to developing an engaging early childhood learning environment is to ensure children's learning progress can be identified, documented and communicated to families and early childhood professionals. Planning for learning is a forward thinking process where the teacher takes the lead on the learning by guiding, supporting, offering suggestions or introducing a new concept or experience which enhances and extends children's interests.	<p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>1.2 Understand how students learn</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>2.3 Curriculum, assessment and reporting</p> <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>3.1 Establish challenging learning goals</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.4 Select and use resources</p>

Relates to QA 1: Educational program and practice

Artefacts for sighting

- Documentation that reflects essential elements to support making plans for learning:
 - context for learning
 - individual documentation highlighting children's social/emotional learning and physical development and thinking
 - learning story pieces and children's work samples annotated to show children's engagement in learning of content and input in the planning process
 - individual and group plans for future learning
 - active engagement and involvement of both child and teacher and teacher with others
 - curriculum planning that makes links to theory and relevant frameworks (e.g. QKLG, *Building waterfalls*), evidences the planning cycle and includes a sequence of differentiated learning experiences to support children in developing skills, dispositions, content and knowledge of themselves as a learner
 - planned learning experiences that enable the development of children's understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and language
 - deepening layers of critical reflections through theory, literature, frameworks
- Written documentation that reflects understanding of individual children's learning:
 - learning dispositions
 - threads of enquiry
 - qualities of character
 - sense of agency
 - emotional literacy
 - social connections
 - physical well being

- Planning, portfolios and critical reflections that demonstrate a logical sequence in the development of children's knowledge, skills and dispositions
- Written programs validating the learning experiences offered as age-appropriate
- Work samples validating engagement of the children in the learning process consistent with the evidence for outcomes described in the approved learning frameworks
- Assessment and reporting (tracking) of children's learning and future planning including learning goals for assessment
- Active and positive contribution to the Quality Improvement Plan

Descriptor	Observe	Discuss
<p>1.1 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p>	<ul style="list-style-type: none"> • Communication strategies appropriate to children's development stages • A variety of developmentally appropriate resources to account for individual learning needs of the children • Interactions focussed on intentional teaching with child/ren to scaffold learning • Learning experiences to support identity, well being, connectedness, engaged learning and communication 	<ul style="list-style-type: none"> • Children's specific physical, social and intellectual learning needs • Curriculum frameworks that support and enhance each child's learning and development outcomes • Appropriate modifications to delivery of the learning program and the physical learning environment • Environment designed to support all learning experiences
<p>1.2 Structure teaching programs using research and collegial advice about how students learn.</p>	<ul style="list-style-type: none"> • Implemented strategies from annotated notes or previous observation feedback and discussions • Links to theory or research with planning documents 	<ul style="list-style-type: none"> • Professional reading, curriculum offerings, collegial discussions or other professional development that have informed pedagogy to support practice • Theories and philosophical approaches that influence the teacher's practice
<p>2.1 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</p>	<ul style="list-style-type: none"> • Diverse range of appropriate teaching strategies to engage children in the learning process • Experiences that are relevant to the learning context, align to an approved curriculum and are developmentally appropriate • Open ended questions used to further explore the concepts of the experience • Various strategies to support the inclusion of children in the learning experience 	<ul style="list-style-type: none"> • Content of the learning area/s and the related teaching strategies used to achieve the intended outcomes • Teaching strategies which are relevant to individual children and/or the group • Thinking processes underpinning modifications made to experiences to suit the learning needs of individual children • Reflection on the learning experience and whether the intended outcome was achieved or not

Descriptor	Observe	Discuss
2.2 Organise content into coherent, well-sequenced learning and teaching programs.	<ul style="list-style-type: none"> • Planning to support and develop children's skills, knowledge and dispositions • Planning from emerging learning with the inclusion of children's thinking and suggestions • Displayed curriculum frameworks and references to them in planning documentation 	<ul style="list-style-type: none"> • Teacher's decision making to enhance sequential learning for individuals and groups of children • Sustained shared thinking in various learning contexts • The cycle of planning and how each stage of the planning cycle informs the teacher's decision-making to enhance the learning curriculum
2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	<ul style="list-style-type: none"> • Intentional teaching strategies used by the teacher to enhance or extend children's learning • Teacher interactions that include a sequence of questioning and co-construction that support ongoing learning • Teacher interactions that actively promote or initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising • Assessment and tracking of children's learning • Planning that links to frameworks and approved curriculum guidelines 	<ul style="list-style-type: none"> • Strategies used to design the teaching program • The way teaching strategies have been informed by curriculum frameworks and guidelines
2.4 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> • Teacher/children interactions and engagement in learning experiences that embed Aboriginal and Torres Strait Islander cultures as part of the learning context • Children engaging in acknowledgement of country or understanding the importance of respecting Aboriginal and Torres Strait Islander cultures 	<ul style="list-style-type: none"> • The ways Aboriginal and Torres Strait Islander cultures are explored within the context of learning • Knowledge and skills developed to ensure best practice occurs in the discussion of Aboriginal and Torres Strait Island cultures • Guidance and advice from Aboriginal and Torres Strait Islander families, communities, elders or other relevant professionals to support the educational program

Descriptor	Observe	Discuss
<p>3.1 Set explicit, challenging and achievable learning goals for all students.</p>	<ul style="list-style-type: none"> • Suitability of the layout of the learning environment to assist all children in holistic development • Children's participation and contribution to projects and their learning goals 	<ul style="list-style-type: none"> • Strategies used to document children's learning and collate evidence of assessment to support ongoing learning and goal setting • Evidence of each child's voice in assessing their own learning and making future plans • Planning for sustained shared thinking
<p>3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</p>	<ul style="list-style-type: none"> • Planning cycle in action including children's emerging and current interests and the teacher's intentions based on their knowledge of the child • Teacher interactions that include a sequence of questioning and co-construction that support ongoing learning • Teacher interactions that actively promote or initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising • Response to children's interests and spontaneous opportunities for learning 	<ul style="list-style-type: none"> • Planning cycle and curriculum decisions that are made to promote children's learning • Thinking processes underlying any changes made to learning experiences to meet the learning needs of individual children • Approaches used to achieve the expected outcomes
<p>3.4 Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>	<ul style="list-style-type: none"> • A variety of resources to support the sequence of learning and extend children's learning • Purposeful and meaningful integration of ICT within the learning program 	<ul style="list-style-type: none"> • Resource decisions intended to promote learning and provide feedback to children on their learning and thinking • Use of ICT to extend enquiry and transform children's learning through modification and redefinition of activities

2 Assessment of learning



Evidence examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist.

Assessment of learning	Includes the focus areas of:
Assessment of children's learning refers to both assessment of learning and assessment for learning. It is the process of gathering and analysing information as part of the planning cycle. Assessment provides teachers with knowledge of what children know, what children can do and what children understand to inform future planning.	3.6 Evaluate and improve teaching programs
	5.1 Assess student learning
	5.2 Provide feedback to students on their learning
	5.4 Interpret student data
	5.5 Report on student achievement

Relates to QA 1: Educational program and practice

Artefacts for sighting

- Program planning that reflects teacher's knowledge of and responsiveness to children's thinking and development
 - formative assessment tools documenting children's learning over time (learning story/narrative, annotated work sample, dialogue, video, children's self-reflections)
 - assessment and reporting (tracking) of children's learning and future planning including learning goals for assessment
 - summative assessment of children's learning showing summary of how children's learning and development has progressed
 - analysis of information collected through assessment to

plan and reflect

- assessment of learning as evidence of the curriculum decision making process
- assessment that is linked to relevant frameworks, literature and theory as a means of interpreting a child's learning and thinking
- Written reflections that evaluate the effectiveness of teaching approaches and learning environments
 - records of meeting with the educational leader, director or other professionals regarding feedback on teaching strategies, children's learning and planning that was observed in order for the teacher to reflect and inform teaching practice
 - documentation that records, analyses and assesses children's learning through the child's voice and the teacher's voice
 - reflections from the teacher relating to teaching strategies, the use of assessment strategies and tools and acknowledgement of learning for teaching practice
- Documentation/program planning records that are maintained and up to date to demonstrate individual children's achievements
- Individual Education Plans
- Transition statements including input from parents/carers and children
- De-identified records of transdisciplinary meetings held in support of a child
- Parent-teacher interviews demonstrating summative assessment of a child's strengths, challenges and plans moving forward
- Communication books and daily records

Descriptor	Observe	Discuss
<p>3.6 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p>	<ul style="list-style-type: none"> • Children’s input valued in the evaluating and assessing process through meaningful and respectful interactions with teachers • Collaborative approach to documenting and planning learning that incorporates children’s feedback and is developed by a teaching team • Reflective conversations between co-educators that support evaluations of documentation and practice 	<ul style="list-style-type: none"> • Strategies used to document children’s learning and collate evidence of assessment to support ongoing learning • Evidence of each child’s voice in assessing their own learning and making future plans • Use of evidence and analysis to inform plans for progressing learning and thinking
<p>5.1 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p>	<ul style="list-style-type: none"> • Children’s input valued in the evaluating and assessing process through meaningful and respectful interactions with teachers • Intentional strategies used by the teacher to support children in self-reflecting on the learning process • Appropriate and intentional selection and use of assessment tools to develop future understanding of children’s learning which informs the ongoing planning cycle 	<ul style="list-style-type: none"> • Purpose of the assessment strategies and tools used by teachers and their intended application • Collection of information that deepens knowledge and understanding about children to inform planning • Methods to assess and monitor children’s learning and development on an ongoing basis and in everyday experiences
<p>5.2 Provide timely, effective and appropriate feedback to students about their achievements relative to their learning goals.</p>	<ul style="list-style-type: none"> • Teachers modelling language and offering strength-based feedback to children while engaging in learning experiences planning • Intentional strategies used by the teacher to support children in self-reflecting • Strategies to engage children in documenting and reflecting on their learning and thinking as an individual and as a member of a community of learners • Active engagement in children’s play and learning 	<ul style="list-style-type: none"> • Documented observations and the inclusion of the child’s voice in their own learning process and goal setting • Communication strategies used to discuss learning experiences with a child

Descriptor	Observe	Discuss
<p>5.4 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>	<ul style="list-style-type: none"> • Intentional strategies used by the teacher to support children in self-reflecting • Teachers engaging in conversations that support reflections on learning for teaching practice • Evidence of communication between teachers and families sharing insights • Collaboration and discussions between teachers and children to plan the program • Ways the teacher uses feedback from children's learning and thinking in the moment to intentionally scaffold future learning • Tracking of children's learning 	<ul style="list-style-type: none"> • The teacher's understandings of children in the group and evidence of their stages of development • Early intervention strategies implemented to assist children's development • Observations and insights that have identified developmentally vulnerable children and the strategies used to assist these children, including the use of external agencies • Strategies used to include children's assessment and feedback in the planning of future learning and teaching experiences • Analysis of information collected to understand what a child knows, says and can do
<p>5.5 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</p>	<ul style="list-style-type: none"> • Contact with parents/carers through formal interviews, informal conversations, phone and email communication to share children's development • Involvement of parents/carers in the development of children's transition statements • Discussions with children about their learning and development during play • Sharing of documentation about the child's progress such as portfolios 	<ul style="list-style-type: none"> • Opportunities made by the teacher to connect with families about their child's learning and thinking, set goals and provide feedback on their child's learning journey • Approaches to ensure information is available to families in a manner that is accessible and meaningful



3 Pedagogical practice



Evidence examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist.

Pedagogical practice	Includes the focus areas of:
'Pedagogy is an interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community)' (Siraj-Blatchford, Sylva, Muttock, Gilden & Bell, 2002, p.28). Pedagogy is what a teacher does to influence learning in others, especially those aspects that involve nurturing relationships, curriculum decision-making, teaching and learning.	2.5 Literacy and numeracy strategies
	2.6 Information and communication technology
	3.3 Use teaching strategies
	3.5 Use effective classroom communication
	4.2 Manage classroom activities
	4.3 Managing challenging behaviour
	4.5 Use ICT safely, responsibly and ethically
	6.4 Apply professional learning and improve student learning

Relates to

QA 1: Educational program and practice

QA 2: Children's health and safety

QA 3: Physical environment

QA 5: Relationships with children

Artefacts for sighting

- Program planning that reflects the teacher's knowledge of and responsiveness to children's thinking and development
 - intentional and planned use of age-appropriate pedagogies to support the learning and individual needs of children
 - intentional and planned use of literacy and numeracy strategies to support children's investigation of number and language
 - learning experiences that develop children's social competence and enable inclusive participation in learning participation
 - learning experiences for effective communication and specific planning for the development of age-appropriate communication skills
 - embedded use of ICT tools across the learning areas of the program
 - intentional teaching of safe, responsible and ethical use of ICT
 - critical reflections demonstrating modifications to pedagogical practice where required
 - plans for individual children as well as small group and whole class learning experiences
- Children's portfolios indicating the teaching strategies planned to support individual learning styles including:
 - building resilience
 - developing understanding of social expectations
 - supporting inclusion
 - identifying triggers that impact on children's behaviours and the strategies implemented to support individual behaviour modifications

- Documentation that:
 - explicitly links to the learning outcomes of an approved curriculum
 - is informed by the service's policy and procedures regarding the use of ICT
 - outlines daily schedules that meet legislative frameworks
 - demonstrates that service policy and procedures regarding challenging behaviour are followed at all times
- De-identified records of transdisciplinary meetings held in support of a child
- Evidence of professional development and how this has influenced curriculum planning
- Professional reading log
- Professional critical reflection which supports changes to pedagogical practice and programming
- Professional learning plans

Descriptor	Observe	Discuss
2.5 Apply knowledge and understanding of effective teaching strategies to support children's literacy and numeracy achievements.	<ul style="list-style-type: none"> • Children conveying and constructing messages with purpose and confidence • Literacy-enriched environment that includes displaying print in home languages and in standard Australian English • Daily communication used as an avenue to develop children's oral skills • Numeracy concepts integrated into the learning and teaching program across all curriculum areas • Numeracy and literacy conventions developed through age-appropriate pedagogy 	<ul style="list-style-type: none"> • Supporting children to convey and construct messages with purpose and confidence, building on home/family and community literacies • Strategies to support every child's participation in the program • Ways the learning environment is utilised to support children to develop an understanding of literacy and numeracy
2.6 Use effective teaching strategies to integrate ICT into learning & teaching programs to make selected content relevant and meaningful.	<ul style="list-style-type: none"> • Purposeful and meaningful use of ICT within the learning program 	<ul style="list-style-type: none"> • Pedagogical decisions underpinning the use of ICT in the learning program
3.3 Select and use teaching strategies to develop knowledge, skills, problem solving and critical thinking.	<ul style="list-style-type: none"> • A range of teaching strategies to engage children in the learning process and support inclusive practices • Intentional use of teaching strategies, both planned and spontaneous, that support the development of problem solving and critical thinking • A physical and social environment in which children can develop new ideas and understandings • Posing of problems and introducing new concepts with children's play • Planning for and creating challenge and complexity through the introduction of new ideas, concepts or materials 	<ul style="list-style-type: none"> • Impact on children's learning from the pedagogical decisions made • Teaching strategies used to encourage children's problem solving and critical thinking within the learning context • Strategies to assist children to identify problems and brainstorm solutions

Descriptor	Observe	Discuss
<p>3.5 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>	<ul style="list-style-type: none"> • Verbal and non-verbal communication to support the inclusion of all children in the learning experiences • Teacher responses to children's enquiries in a verbal or non-verbal way • Teachers modelling appropriate use of communication techniques to support inclusion and learning • Appropriate use of tone, eye contact and body language 	<ul style="list-style-type: none"> • Pedagogical decisions made to support the development of positive communication strategies
<p>4.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p>	<ul style="list-style-type: none"> • Verbal and non-verbal techniques to engage children in learning • Communication strategies to implement clear expectations • Calm atmosphere for engaged learners • Routines organised to promote long periods of uninterrupted play where children can engage in sustained exploration and thinking • Routines organised to ensure children spend time in both indoor and outdoor learning environments • Implementation of learning experiences through age-appropriate communication and teaching strategies 	<ul style="list-style-type: none"> • Strategies identified by the teachers in the room to support each other and provide a consistent approach to agreed routines to create a positive learning culture • Ways the teacher alters routines to be responsive to the rhythm and space of the children
<p>4.3 Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.</p>	<ul style="list-style-type: none"> • Teaching strategies to support children to regulate their own behaviour • Teacher modelling appropriate behaviour and demonstrating a calm and fair attitude • Conflict handled promptly and fairly by the teacher, demonstrating respect for all children • Child involved in the decision making and problem solving process when conflict arises 	<ul style="list-style-type: none"> • Knowledge and understanding of legislative requirements regarding supporting positive behaviours • Strategies to support children to develop skills in order to self-regulate as an intentional component of the learning program
<p>4.5 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<ul style="list-style-type: none"> • Appropriate use of ICT devices in the learning program and environment by both teachers and children • Support for children in the safe, ethical and responsible use of ICT • Clear instructions on the safe handling of ICT devices 	<ul style="list-style-type: none"> • Teacher's support for children in the implementation of age-appropriate use of ICT • Use of ICT as a pedagogical tool • Knowledge of service policies and procedures relating to the safe use of ICTs
<p>6.4 Undertake professional learning programs designed to address identified student learning needs.</p>	<ul style="list-style-type: none"> • Incorporation of feedback and reflective teaching practice from previous observations 	<ul style="list-style-type: none"> • Impact of professional learning on the teacher's practice and the outcomes of the children



Hawks, or kites, also eat dead animals. They hold on with their sharp talons and use their hooked beaks to tear the flesh. When bushfires sweep through the outback, hawks swoop to catch small animals because of its whistling call. This one is called a whistling kite from the hawks, this one is called a whistling kite

Hawk

Dingo



4 Inclusive practice



Evidence examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist.

Inclusive practice	Includes the focus areas of:
<p>Inclusion is supporting the right of all children, regardless of abilities, to be able to participate and engage with others in the learning process.</p> <p>Inclusive practice occurs when educators make thoughtful and informed curriculum decisions and work in partnership with families and other professionals. This will ensure all children have equitable learning opportunities to participate in everyday routines, interactions and play and learning experiences that occur in early learning settings.</p>	<p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>1.5 Differentiated teaching to meet the specific learning needs of students across the full range of abilities</p> <p>1.6 Strategies to support full participation of students with disability</p> <p>4.1 Support student participation</p>

Relates to QA 2: Children's health and safety

QA 3: Physical environment

QA 5: Relationships with children

QA 6: Collaborative partnerships with families and communities

Artefacts for sighting

- Program planning that reflects teacher's knowledge of and responsiveness to children's thinking and development including:
 - differentiated activities across the curriculum with clear teaching strategies that align to children's learning outcomes
 - teaching strategies that are responsive to children's knowledge, ideas, culture, abilities and interest
 - learning activities that embed Aboriginal and Torres Strait Islander perspectives
- Evaluation of program planning that has been developed to include strategies to engage with and support learning of children from diverse cultural, linguistic, religious or socioeconomic backgrounds
- Written reflections on teaching practices and communication with children and their families
- Children's portfolios demonstrating responsiveness to the diversity of backgrounds
- Individual Education Plan that details clear goals and specific teaching strategies developed in collaboration with appropriate allied health and early childhood development professionals and families
- Annotated notes from discussions with allied health professionals
- Reflections on design of the learning environment that relate to incorporating elements that reflect the cultural diversity of the families within the community
- Professional development reflections to assist with the specific needs of children in the service
- Visual strategies and tools that have been specifically developed to support inclusive practice and children's participation and engagement
- Documentation that supports the participation of children with disability within legislative requirements and service policy and procedures

Descriptor	Observe	Discuss
<p>1.3 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	<ul style="list-style-type: none"> • Culturally responsive interactions and communication with children and families • Use of visual strategies and tools to support children's participation in the program • Demonstration of genuine care for every child in socially and culturally sensitive ways • Inclusion of resources, images, artefacts and materials that reflect the children within the learning community • Drawing children's attention to similarities and differences between groups and individuals to support learning about and inclusion of all in the learning community 	<ul style="list-style-type: none"> • Teaching strategies that are responsive to children from diverse linguistic, cultural, socioeconomic backgrounds and evidence where children are developing strong foundations in the culture and language of their family and in that of the broader community, without compromising their cultural identities • Links with community organisations to develop greater understandings • Incorporation of advice and guidance from inclusion support agencies
<p>1.4 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 students.</p>	<ul style="list-style-type: none"> • Culturally responsive communication with children and families • Teaching strategies that are responsive to the local community and cultural setting • Teaching strategies that are responsive to the linguistic background and histories of Aboriginal and Torres Strait Islander children • Resources that reflect Aboriginal and Torres Strait Islander culture 	<ul style="list-style-type: none"> • Connections with the local Aboriginal and/ or Torres Strait Islander community and how these connections have informed curriculum decision making • Understanding and valuing of culturally specific knowledge about children and learning that is embedded within the community
<p>1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>	<ul style="list-style-type: none"> • Incorporation of additional means of communication such as sign language or visual cues • Adaptions and modifications in the learning environment including the physical environment, routines and temporal environment 	<ul style="list-style-type: none"> • Collaboration and consultation with early childhood development professionals, occupational therapist or Speech-language pathologist to develop strategies and experiences for identified children • Assessment of children and the strategies to be implemented to support the learning goals of all children

Descriptor	Observe	Discuss
<p>1.6 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>	<ul style="list-style-type: none"> • Demonstrated use of strategies in an Individual Education Plan • Use of assistive technology and specialised equipment to support participation of children with disabilities • Inclusive practice and support of children with a disability 	<ul style="list-style-type: none"> • Incorporation of advice and guidance from allied health and early childhood development professionals and the impact on program planning • Professional development undertaken and the impact on teaching practice and the learning environment to support participation • Process of development of Individual Education Plans • Awareness of and reflection on structure and process within the service that supports participation for all
<p>4.1 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p>	<ul style="list-style-type: none"> • Inclusive and positive interactions to engage and support all children • Settling strategies for distressed children to support their participation in the program • Positive interactions with all children • A range of communication strategies to ensure that all children are heard and respected • Acknowledgement of children's feelings about their engagement and participation 	<ul style="list-style-type: none"> • Curriculum documents and how they guide practice around children's participation • Strategies for transitioning children into the service • Strategies for transitioning children into school • Use of communication strategies to encourage, prompt and support children's participation • Influence of shared sustained thinking on curriculum • Behaviour guidance strategies to support children's self-regulation



5 Educational leadership and quality improvement



Evidence examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist.

Educational leadership and quality improvement

Leadership that drives a culture of continuous improvement using strategies to ensure a commitment to quality outcomes for children and families is the core of any decision making. Embracing continuous improvement as part of a leader role means decisions are orientated towards becoming better at what we do for children and families attending early childhood services. Effective planning processes translate our commitment and understanding into action. Teachers who lead teams need to talk about improvement in practice with children, families, communities and each other.

Includes the focus areas of:

- 4.4 Maintain student safety
- 5.3 Make consistent and comparable judgements
- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements

Relates to

QA 2: Children's health and safety

QA 4: Staffing arrangements

QA 7: Leadership and service management

Artefacts for sighting

- Risk assessments completed and reviewed
- Supervision plan or Quality Improvement Plan (QIP) that focusses on strategies to support increased safety for children
- Evidence of fire/lock down drills, sunscreen, medication and incident registers
- De-identified records of transdisciplinary meetings held in support of a child
- Evidence of child protection training
- Certificates to validate attendance at forums, professional learning or networks
- Evidence of professional development and how this has influenced curriculum planning
- Professional reading log
- Professional critical reflection which supports changes to pedagogical practice and programming
- Formal observation and mentoring notes
- Individual performance plan/appraisal with professional goals including professional learning
- Reflections from network meetings or other professional collaborations
- Evidence from QIP, Manager report, Education Inclusion Plan (EIP), and/or performance plans
- Reflection or annotation around Code of Ethics or mandatory training requirements
- Consent for use of images and children's work
- Communication with families through newsletters/emails or parent meetings
- Transition statements

Descriptor	Observe	Discuss
<p>4.4 Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.</p>	<ul style="list-style-type: none"> • Inclusive and positive interactions to engage and support all children • Appropriate supervision ratios • Implementation of routines and processes to support health and hygiene of children • Necessary signage and documentation displayed in the learning environment 	<ul style="list-style-type: none"> • Service policies relating to safety and how these policies inform curriculum • Sensitive and responsive enrolment procedures to support children's transition into the service • Curriculum and environment design to support all children's sense of belonging
<p>5.3 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</p>	<ul style="list-style-type: none"> • Teachers and other colleagues collaboratively assessing children's thinking and learning to inform curriculum design • Consultation and collaboration with teaching partners, mentors or other colleagues 	<ul style="list-style-type: none"> • Relevant curriculum documents and how they inform assessment of children • Influence of feedback from mentors on assessment strategies
<p>6.1 Use the <i>Australian Professional Standards for Teachers</i> and advice from colleagues to identify and plan professional learning needs.</p>	<ul style="list-style-type: none"> • Professional discussions with colleagues regarding individual teaching practice 	<ul style="list-style-type: none"> • Professional goals as informed by the Standards and performance discussions • Professional learning opportunities relating to quality improvement plans and needs of the service
<p>6.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p>	<ul style="list-style-type: none"> • Completion of professional learning activities 	<ul style="list-style-type: none"> • Reflections on professional development and practice
<p>6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>	<ul style="list-style-type: none"> • Participation in and contribution to professional development or service level meetings 	<ul style="list-style-type: none"> • Reflection on practice arising from professional discussions with colleagues
<p>7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</p>	<ul style="list-style-type: none"> • Professional practice and respectful communication 	<ul style="list-style-type: none"> • Codes of practice/codes of ethics relevant to the service and their influence on practice
<p>7.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>	<ul style="list-style-type: none"> • Implementation of organisational procedures and policies • Required signage and documentation displayed at the service 	<ul style="list-style-type: none"> • Communication with parents/carers on an informal daily basis and formal parent-teacher interviews • Legislation and organisational procedure updates and implementation in current practices

6 Partnerships



Evidence examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist.

Partnerships

Relationships are the foundations for the construction of identity – ‘who I am’, ‘how I belong’ and ‘what is my influence?’ (EYLF, DEEWR, 2009, p. 20). Children develop social and emotional skills through their relationships with their families and teachers. Children who experience warm, responsive and trusting relationships are better able to manage their own feelings and cope with the changes they encounter in their life.

Partnerships with families enhance the learning of children by collaborating and supporting the children to achieve and be the best citizen they can be.

Includes the focus areas of:

3.7 Engage parents/carers in the educative process

7.3 Engage with parents/carers

7.4 Engage with professional teaching networks and broader community

Artefacts for sighting

- Evidence of communication (e.g. emails, notes of conversations, letters) with parents/carers about individual children’s learning program, group learning programs and service initiatives
- Newsletters
- Documentation of families/teacher information sessions
- De-identified records of transdisciplinary meetings held in support of a child
- Parent-teacher interview notes demonstrating summative assessment of child’s strengths, challenges and collaborative plans moving forward
- Evidence of parents/carers’ input and feedback into planning for the learning goals of children
- Documentation which follows the service’s policy and procedures on communicating with parents/carers
- Documentation of communication and/or interactions with other professionals such as allied health professionals
- Evidence of participation in professional online communities

Relates to QA 6: Collaborative partnerships with families and communities

Descriptor	Observe	Discuss
<p>3.7 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"> • Interactions between parents/carers and teachers regarding the education program • Parents/carers actively engaging in learning experiences or sharing understanding regarding children's learning and development 	<ul style="list-style-type: none"> • Strategies used to engage parents/carers from diverse linguistic, cultural, religious and socioeconomic backgrounds • Connections between the program at the early childhood service and the children's homes • Support enlisted from the local community to connect with families • Parents/carers input into their children's learning program
<p>7.3 Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.</p>	<ul style="list-style-type: none"> • Professional and respectful interaction with parents/carers, using appropriate language, tone and body language 	<ul style="list-style-type: none"> • Strategies used to interact and collaborate with families
<p>7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>	<ul style="list-style-type: none"> • Communication with professional and community networks appropriate to the context/service 	<ul style="list-style-type: none"> • Modifications to teaching practice based on transdisciplinary meetings to assist a child • Participation in professional learning or professional networks and the impact on teaching practice

APPENDIX 1

Evidence mapping template

This evidence mapping template is an optional resource that may assist provisionally registered teachers ensure evidence has been provided against each Standard/descriptor.

Please note: One quality item can provide evidence for a range of descriptors if it has been appropriately annotated to explain, justify or reflect on practice. There is no prescribed number of pieces that must be provided as evidence in support of an application.

1 – PLANNING FOR LEARNING

#	DESCRIPTORS	EVIDENCE EXAMPLES
1.1	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	
1.2	Structure teaching programs using research and collegial advice about how students learn.	
2.1	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	
2.2	Organise content into coherent, well-sequenced learning and teaching programs.	
2.3	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	
2.4	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	
3.1	Set explicit, challenging and achievable learning goals for all students.	
3.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	
3.4	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	

Relates to QA 1: Educational program and practice

2 – ASSESSMENT OF LEARNING

#	DESCRIPTORS	EVIDENCE EXAMPLES
3.6	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	
5.1	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	
5.2	Provide timely, effective and appropriate feedback to students about their achievements relative to their learning goals.	
5.4	Use student assessment data to analyse and evaluate student understanding subject/content, identifying interventions and modifying teaching practice.	
5.5	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	

Relates to QA 1: Educational program and practice

3 - PEDAGOGICAL PRACTICE

#	DESCRIPTORS	EVIDENCE EXAMPLES
2.5	Apply knowledge and understanding of effective teaching strategies to support children's literacy and numeracy achievements.	
2.6	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	
3.3	Select and use teaching strategies to develop knowledge, skills, problem solving and critical thinking.	
3.5	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	
4.2	Establish orderly and workable routines to create an environment where student time is spent on learning tasks.	
4.3	Manage challenging behaviour by establishing and negotiating clear expectations of students and addressing discipline issues promptly, fairly and respectfully.	
4.5	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	
6.4	Undertake professional learning programs designed to address identified student learning needs.	

Relates to QA 1: Educational program and practice
QA 3: Physical environment

QA 2: Children's health and safety
QA 5: Relationships with children

4 - INCLUSIVE PRACTICE

#	DESCRIPTORS	EVIDENCE EXAMPLES
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students.	
1.5	Differentiated teaching to meet the specific learning needs of students across the full range of abilities.	
1.6	Strategies to support full participation of students with disability.	
4.1	Support student participation.	

Relates to QA 2: Children's health and safety
QA 5: Relationships with children

QA 3: Physical environment
QA 6: Collaborative partnerships with families and communities

5 - EDUCATIONAL LEADERSHIP AND QUALITY IMPROVEMENT

#	DESCRIPTORS	EVIDENCE EXAMPLES
4.4	Ensure student's wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.	
5.3	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	
6.1	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	
6.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	
6.3	Contribute to collegial discussions and apply constructive feedback to colleagues to improve professional knowledge and practice.	
7.1	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	
7.2	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	

Relates to QA 2: Children's health and safety QA 4: Staffing arrangements
QA 7: Leadership and service management

6 - PARTNERSHIPS

#	DESCRIPTORS	EVIDENCE EXAMPLES
3.7	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	
7.3	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.	
7.4	Participate in professional and community networks and forums to broaden knowledge and improve practice.	

Relates to QA 6: Collaborative partnerships with families and communities

APPENDIX 2

Presenting examples of evidence

There are no specific procedures, requirements or templates for presenting examples of evidence. Provisionally registered teachers are advised to discuss options with their Principal or mentor/ supervisors early in the process to avoid spending unnecessary time compiling and collating excessive material.

The following examples illustrate just two of the many possible approaches provisionally registered teachers may take when presenting their examples of evidence.

Illustration 1: Learning Story

Evidence: Amy's Sunflower book

Descriptor/s addressed: 2.1, 2.6, 3.4, 3.7, 5.1, 5.5, 7.2

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Amy's sunflower book

Date: 12 March 2014
Author: S Smith



This learning story has been created to show Amy's learning journey in this experience. This level of documentation detail is included only at key times in the year, e.g. the end of the term.

Context: As an artefact of Amy's portfolio, the learning story is a summative assessment item (5.1) that is reported to parents through our electronic portfolio portal (5.5) and meets our organisation's curriculum processes (7.2). The photographic evidence illustrates the links drawn between learning at home and learning at kindergarten through the activity. Participation in the activity from Amy's parents and their continued support in establishing a kindergarten based vegetable garden, demonstrate the connectedness of the kindergarten program with parents/carers own understanding of their children's learning and development (3.7). This is further supported by other evidence artefacts presented including the weekly newsletter, parent information evenings, parent guest talks and parent involvement in the transition statements.

To continue the shared learning from Amy's sunflowers, a range of activities and resources were used (3.4) including iPad apps (Doodle Buddy and Book Creator) suitable to assist the development of early literacy and numeracy skills through exploring story structure, numerical order and sequencing (2.6).

This activity links to two learning and development areas of the QKLG (2.1).

How it started

Before starting the kindergarten year, Amy received a special packet of sunflower seeds from Mrs Smith, her kindergarten teacher. Amy was encouraged to plant the seeds at home and watch them grow as she waited to start kindergarten in 2014. Mrs Smith said that Amy could even take photos if she liked and bring them into kindergarten. Amy thought that that was a very good idea and asked her mother if together they could take photos of her sunflowers as they grew.

What happened next

Our kindergarten class has been exploring the Doodle Buddy and Book Creator apps on their iPads. Amy decided that she would like to make her own 'Sunflower book' with these apps during her kindergarten day, so last week Amy brought her photos to kindergarten on her flash drive. Amy loaded her photos and selected the five that she thought told her story. Using the Doodle Buddy app, she arranged her photos sequentially, numbering them with her index finger and skilfully negotiating the app without assistance from educators. After marking a measuring line next to the flowers, Amy looked at Mrs Smith and said, 'Look how my sunflower grew taller and taller, see!' Amy then placed her pictures into Book Creator. 'I could email this to Mum, you know', Amy said ... and she did!

What it means

Through using the iPad to document her own learning experience, Amy demonstrated her confidence in using ICTs independently. This experience also enabled her to develop her literacy and numeracy understandings by exploring story structure along with numerical order, early measurement concepts, and recording numbers accurately and sequentially.

Links to the QKLG

Communicating: A kindergarten child who is an effective communicator explores and engages with literacy and numeracy in personal meaningful ways.

Active learning: A kindergarten child who is a confident and involved learner explores tools, technologies and information and communication technologies (ICTs).

Opportunities and possibilities

- Growing sunflowers at kindergarten, harvesting the seeds and then replanting (lifecycle of a sunflower). Link to QKLG: *Connectedness:* A kindergarten child who is connected with and contributes to their world shows increasing respect for environments.
- Children will be provided with further opportunities to document this in small groups. Link to QKLG: *Communicating:* A kindergarten child who is an effective communicator explores and engages with literacy and numeracy in personal meaningful ways.

Additional comments

I observed Amy rearranging the resources on the craft trolley today. She seems to have really grasped the concept of sequencing! (Tania, teaching assistant, 18 March)

Illustration 2: Excerpt from the weekly newsletter

Evidence: We Became Superheroes

Descriptor/s addressed: 1.1, 2.1, 2.2, 2.6, 3.7, 4.1, 4.4, 4.5, 7.3, 7.4

Complementary documentation: Evidence linked to the newsletter excerpt such as programming, artefacts of children's learning and observations of teaching could demonstrate a number of additional descriptors.

Weekly Newsletter



Possums Room

WE BECAME SUPERHEROES

Young children face the challenges of learning many new skills. Through play, they can feel brave, fearless, in control of their world, outside of ordinary, and equipped with the ability to be both independent and to help others. Superheroes are courageous, powerful and able to overcome any obstacle. A growing number of children in Possums have been engaging in Superhero play. This week we have supported this fascination through a number of activities.

For our initial investigation, we worked together as a group to brainstorm the children's prior understandings and ideas to create a meaningful and rich outline of the direction of the project and corresponding activities from which we planned the related teaching activities. The children informed us of their current understanding of superheroes, the knowledge they would like to learn and the areas of superheroes that interest them. We researched images of superheroes and discussed their superpowers, linking the positive qualities of the superheroes to the children themselves.

As a group, we designed our own superhero, one that could represent the qualities selected by the children. We designed the superhero's mask, cape, shield, chest plate characteristics and name. 'Captain Firefox' was born. Together we wrote Captain Firefox's first adventure. This adventure was re-enacted many times throughout the day both inside the room and in the outdoor area. The children were offered the opportunity to create their own superhero, craft one of the elements of Captain Firefox or to create their own Firefox adventure on Book Creator on one of the iPads. Some children also chose to read their Book Creator stories to the rest of the class during book time. Prior to the children's use of the iPads, we read through our agreed safety guidelines for using computers and iPad. These guidelines are posted inside our technology corner.

Throughout the week, we returned to our discussion of the qualities of superheroes that we all had agreed were 'good qualities'. These included confidence, bravery, protectors of people and the environment, strength and power. We asked the children to name other people from their family or in the community who have these characteristics, everyday 'superheroes'. The children named many types of superheroes including their parents, grandparents, the police, firemen, ambulance drivers, brothers and sisters, teachers, life guards, doctors and dogs. The children decided to research the way dogs can help people. We investigated images of dogs helping people, including guide dogs, support dogs for children in wheelchairs, police dogs, dogs with elderly people in hospital and pets.

Where to from here:

We will be inviting community members to join our Possums in a discussion on their role in protecting the community and keeping people safe. Firemen from our local fire station will be in attendance next week to discuss fire safety. If you would like to join the discussions or if your work involves safety and protection of the community, the Possums would love for you to join us as a guest speaker. Please see Miss Emma or Mr Mark.

Weekly communication with parents ensures parents are kept informed of their children's learning (7.3).

Whilst I was guided by the children's interest in superheroes, I have intentionally directed discussion of superheroes to the children's own sense of identity and community. The link between superheroes, their positive relationship with others and wellbeing aligns closely with the learning and development areas of the QKLG (2.1).

iPads have only recently been introduced to assist with the development of children's confidence in their early literacy understanding. The apps are a supplementary strategy implemented in conjunction with other strategies such as group story time with oral predictive activities and inferential comprehension, a designated individual reading area with comfortable pillows and low bookshelf, rhyming games and tongue twisters, letter and sound recognition and letter tracing, visual literacy activities, story creation time with the class, small groups and individual children (2.6).

The ICT safety guidelines have been co-created with students and include both safe use of the technology as well as safe use of the Internet. Prior to time on devices, students discuss their learning goals with the device and how they will achieve it. (4.4, 4.5).

A range of activities are introduced to engage all children in the learning process. The sequence of activities are developmental (2.2) across children's cognitive, social and physical (fine motor) development (1.1) with modifications made to suit the different needs and interests of the children. One such example is the co-creation and then individual creation of a superhero story. Children could choose drawings, words, or a combination of drawings and words created independently or with support (4.1).

Regular guest speakers, related to our current learning experiences, are invited into our room to speak with the children (7.4). Parents and carers are also invited as either audience members (to engage with the learning experiences of their children) or as guest speakers if they hold expert knowledge in a particular area (3.7). All discussions from guest speakers are detailed in our daily feedback reports to parents.

Glossary

Agency

Being able to make choices and decisions, to influence events and to have an impact on one's world.

Annotations

Explanatory notations (written, verbal or digital) that link evidence to relevant descriptors of the Australian Professional Standards for Teachers.

Assessment and Recommendation

An application for full registration must include an Assessment and Recommendation completed by a Reviewer who has approval from the Queensland College of Teachers. The judgement for full registration results from their review of verified evidence and examples of practice against each of the Professional Standards, taking account of each descriptor.

Assessment for learning[#]

Involves interpreting documented evidence, gathered over time, and making judgements about a child's learning. These judgements assist teachers to recognise and celebrate children's learning: identify their strengths, interests, ways of learning and relating; identify barriers to their learning; provide appropriate support and inform future decisions about learning and teaching.

Co-construct*

Learning takes pace as children interact with educators and other children as they work together in partnership.

Curriculum*

In the early childhood setting, curriculum means 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.

Curriculum frameworks recognised for teacher registration

For teacher registration purposes, delivering a program based on the Queensland Kindergarten Learning Guideline or the C&K 'Building waterfalls' guidelines is recognised.

Early childhood teacher

An early childhood teacher is a person who holds an approved early childhood teaching qualification. This document supports provisionally registered early childhood teachers working in an early childhood education and care service.

Form K: Progressing to full teacher registration if teaching a QCAA approved or accredited kindergarten guideline

An application for the approval of a teacher's proposed Reviewer in an early childhood education and care setting. This form should be lodged with the Queensland College of Teachers before beginning to work with the Reviewer.

Intentional teaching*

Involves educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is an active process and a way of relating to children that embraces and builds on their strengths.

Learning conversation[#]

A mutually respectful communication between two or more people that extends knowledge, skills or dispositions.

Learning dispositions*

Enduring habits of mind and actions, and tendencies to respond in characteristic ways to situations, for example, maintaining an optimistic outlook, being willing to persevere, approaching new experiences with confidence.

Learning framework*

A guide which provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood settings to develop their own, more detailed curriculum.

Learning stories[#]

Narratives describing children's learning experiences that include information about children's interests, skills and dispositions towards learning. Learning stories are often used to make learning visible to children and their families, providing information that informs teacher planning and curriculum decision making.

Mentor

A more experienced person who supports and assists another person to grow and learn in their role.

National Quality Framework (NQF)

The NQF is the governing framework for early childhood education and care services and includes the National Law and National Regulations, the National Quality Standard, assessment and quality rating process and national learning frameworks. The operations and practices of a service must meet NQF requirements.

National Quality Standard (NQS)

The NQS describes 7 quality areas (Educational program and practice; Children's health and safety; Physical environment; Staffing arrangements; Relationships with children; Collaborative partnerships with families and communities; Leadership and service management) against which early childhood education and care services are assessed and rated. The quality areas of the NQS have been mapped with the Australian Professional Standards for Teachers to assist teachers to understand the alignment between the two frameworks of professional requirements.

Observation[#]

Assessment technique used for gathering information about children's learning. The technique involves watching and listening to children, as well as interacting with children deliberately and purposefully to interpret children's learning across a range of contexts. Teachers gather and record observations in many ways, including anecdotal records, checklists, and by taking photographs, and audio or video recordings of children's learning.

Observation of teaching practice

Observations completed by a Reviewer to assess the teaching practice of a teacher against the Standards. Mentors or more experienced teachers may also observe teaching practice to engage in formal feedback and development processes.

Play[#]

Context for learning through which children organise and make sense of their social worlds as they engage actively with people, objects and representations. Play is usually initiated by the child or negotiated between children rather than imposed by an adult.

Reviewer

A fully registered teacher with an understanding of the early years and/or primary schooling. The Reviewer must have prior approval from the QCT to make the assessment and full registration recommendation.

Sustained shared thinking

Sustained shared thinking involves children and educators working together in conversations which provide opportunities to discuss and think about problems or challenges and possible solutions in a serious, extended way. Specific strategies are implemented to ensure meaningful, exploratory and evaluative conversations occur regularly.

Transition statement

Formative assessment that builds a shared understanding of a child's learning across the Kindergarten year. Transition statements identify a child's strengths, motivations, interests and dispositions and provide opportunities for the contributions of both parents/carers and the children themselves.

*Australian Government Department of Education, Employment and Workplace Relations. 2009, *The Early Years Learning Framework for Australia*, p. 45.
Queensland Curriculum and Assessment Authority. 2014. *Kindergarten Samples and Templates - Annotated observation sample 1: Amy's sunflower book*. [ONLINE] Available at: <https://www.qcaa.qld.edu.au/kindergarten/samples-templates>. [Accessed 17 January 2017].

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. & Bell, D. (2002). *Researching Effective Pedagogy in the Early Years (REPEY)*. London: DfES/Institute of Education. Available at <https://pdfs.semanticscholar.org/061e/aaf0d5b710253459c174c0b28c7e50852420.pdf>. [Accessed 17 January 2017].

The State of Queensland (Queensland Studies Authority) 2010, *Queensland kindergarten learning guideline*, p.79-80.



