



Guidelines

Transitioning from provisional to full registration



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We acknowledge the traditional owners and custodians of the lands from across Queensland. We pay our respects to Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

We respect, protect and promote human rights in our actions and decision-making.

Introduction



Purpose of these Guidelines

The *Guidelines – Transitioning from provisional to full registration* (Guidelines), articulate a shared understanding for everyone involved in a provisionally registered teacher's transition to full registration.

Most teachers are granted provisional registration when they are granted teacher registration, reflecting their achievement of the Graduate career stage of the *Australian Professional Standards for Teachers* (the Standards).

During their provisional registration these teachers develop their practice, establish themselves in their teaching career and are inducted into the profession, supported by their colleagues.

To transition to full registration, provisionally registered teachers (PRTs) must demonstrate the knowledge and skills at the Proficient career stage of the Standards.

The transition to full registration is a school/setting-based process. The process, as described in these Guidelines, is designed to ensure:

- PRTs demonstrate practice at the Proficient career stage of the Standards
- legislative requirements for moving to full registration are met
- different contexts and experiences are accommodated
- the recommendation to move a provisionally registered teacher to full registration is founded on robust assessment.

This process is consistent with the Queensland College of Teachers (QCT) *Transitioning from provisional to full registration policy* (the Policy) and the Australian Institute of Teaching and School Leadership (AITSL) *National Framework for Teacher Registration* (the National Framework), which should be read in conjunction with these Guidelines.

The Standards

The seven Standards are grouped into three domains of teaching.



Access a copy on the QCT website.

Professional Knowledge		1. Know students and how they learn
		2. Know the content and how to teach it
Professional Practice		3. Plan for and implement effective teaching and learning
		4. Create and maintain supportive and safe learning environments
		5. Assess, provide feedback and report on student learning
Professional Engagement		6. Engage in professional learning
		7. Engage professionally with colleagues, parents/carers and the community

Features of the provisional registration period

The process of transitioning to full registration in Queensland is a school/setting-based process. This means that guided reflection on practice, assessment against the Standards, and evidence informed decision-making should be undertaken at the school/setting of the PRT. It must also meet requirements of the Policy, including 200 of days teaching in an acceptable setting and a declaration and application on the approved form.

Professional learning and growth

Central to the provisional registration period is professional learning and growth through guided reflection on practice.

Reflection and feedback on practice should support the PRT to close the gap between current practice, and practice at the Proficient stage of the Standards. It will also help to identify, engage with and apply professional learning to improve practice.

Guided reflection on practice

Ideally, the PRT will have a mentor who will:

- organise meetings to discuss progress and professional learning needs
- provide observations of teaching practice
- provide guidance and feedback on practice
- verify reflection and acting on feedback
- assist to collect evidence of practice, reflections, and positive impact on learners in a format agreed with the reviewer. (See page 8 for more information about evidence.)

Collegial support

As PRTs engage with the full cycle of teaching, they should have opportunities to observe quality practice of other colleagues and to seek their guidance and support, for example during:

- team planning sessions
- moderation activities
- analysing and collating data and information on student/child learning to inform teaching and planning
- instructional rounds
- team-teaching opportunities
- observations of quality practice and experienced teachers modelling specific teaching strategies
- professional development sessions
- informal professional conversations.

In contexts where a mentor is not nominated by a principal/employer, teachers could approach colleagues and request their support.

The support required will vary according to the PRT's experience and context. For example, a teacher returning to the profession after a period away or a teacher who has experience teaching overseas will have different needs from a recent graduate just starting their teaching career.

Roles and responsibilities

In most instances, PRTs will be supported by a mentor and a reviewer. A mentor will support the PRT to develop their practice and a reviewer will make the recommendation for full registration. The reviewer is commonly the principal. In some contexts, the principal will delegate the role of reviewer. In Early childhood contexts the mentor and reviewer may be the same person.

The following is a summary of roles and responsibilities in the process. Checklists for applicants, mentors, reviewers and principals/employers can be found on the final pages of these Guidelines.

1. Starting the process



Provisionally registered teacher

Seek support of your principal/ employer and determine who will be your mentor and reviewer

2. Developing teaching practice

With the support of your mentor, reflect on and develop your practice

3. Demonstrating practice

Demonstrate practice at the Proficient career stage of the Standards

4. Finalising the process

Submit an application through your myQCT account



Mentor

Model quality teaching practice

Facilitate practice observations
Provide feedback and support for the development of the PRT's practice

Support the PRT to demonstrate consistent practice at the Proficient career stage of the Standards

Be available to the PRT to act as a referee during the assessment of evidence.



Reviewer

Establish expectations of evidence of practice

Observe and provide feedback on the PRT's practice

Review the PRT's practice against the Proficient career stage of the Standards

Provide the culminating judgement and recommendation on the approved form



Principal

Allocate a mentor and reviewer
Provide opportunities for observations of teaching practice

Implement development processes for the PRT

Enable professional learning opportunities for all roles

Provide feedback and support for the development of the PRT's practice

Process overview



Applying with experience from recognised school setting

Acceptable teaching experience includes teaching in a:

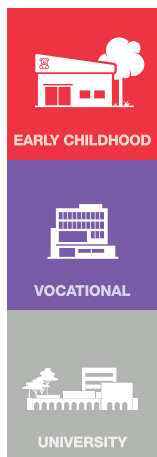
- recognised school in Australia using an educational program based on the Australian Curriculum
- recognised school in Queensland using an educational program based on a syllabus developed, purchased or revised by the Queensland Curriculum and Assessment Authority (QCAA) under the *Education (Queensland Curriculum and Assessment Authority) Act 2014* (Curriculum and Assessment Act)
- recognised school in New Zealand.

Reviewer

A reviewer will be a principal with full registration, or they will delegate to a fully registered teacher in a leadership position.

1. Starting the process	<p>Provisionally registered teachers start the process in their myQCT account (in Queensland schools it can also be started by the reviewer in their school's myQCT account. The teacher will be emailed if this occurs.)</p> <p>Communicate with the reviewer to understand the school-based processes and expectations of developing and demonstrating practice for the assessment and recommendation.</p> <p>If you have already been teaching while provisionally registered in other schools, show your reviewer Statements of Service from those schools as evidence of your teaching experience (in days).</p>
2. Developing teaching practice	<p>Familiarise yourself with the Proficient career stage of the Standards.</p> <p>With the support of your mentor, reflect on and develop your practice.</p> <p>The Guidelines may be useful to plan and map out how you will develop your practice aligned with the Standards.</p> <p>As you develop your practice collect evidence of proficiency in the format agreed with your reviewer.</p>
3. Demonstrating practice	<p>Your reviewer assesses your teaching practice against the Proficient career stage of the Standards.</p> <p>You will demonstrate your practice using evidence drawn:</p> <ul style="list-style-type: none"> • directly from your work • from a range of sources that includes evidence of student learning, observations of your teaching, and annotations that reflect achievement of the Standards by taking account each of the descriptors. <p>You will be notified when your reviewer's recommendation is in your myQCT account. You will have the opportunity to review the recommendation report before submitting your application to move to full registration.</p>
4. Finalising the process	<p>Complete and submit application to QCT</p> <p>In the application form you will make declarations including:</p> <ul style="list-style-type: none"> • you have taught one year (200 days) while holding provisional registration in the preceding five years • you have provided appropriate evidence of practice to your reviewer • you agree or disagree with your reviewer's recommendation. <p>Submit your application to QCT.</p>

After submitting your application you will be contacted if something further is required. The QCT will email you with the outcome, usually within a few days. You are not required to submit your supporting evidence to the QCT. However, the QCT may engage in quality assurance activities, therefore you must retain your evidence for 12 months from the date you are granted full registration.



Applying with experience from other acceptable settings

Other experiences may also be acceptable, with appropriate supports in place to ensure a robust professional development and assessment. They include:

- a regulated early childhood setting in Australia using QCT-accepted educational programs/learning frameworks
- a different QCT-approved institution using a QCT-approved program – such as one based on the Australian curriculum or a syllabus developed, revised or purchased for a senior subject or P-10 subject by the QCAA

A reviewer must:

- hold current full registration/accreditation in Australia (or alternatively New Zealand, for experience in a country other than Australia)
- have sufficient knowledge of the setting, program and the Standards
- have no conflicts of interest with the provisionally registered teacher that would influence the process
- be approved by the QCT prior to the provisionally registered teacher accruing experience.

1. Starting the process	<p>Provisionally registered teachers can use myQCT to:</p> <ul style="list-style-type: none"> • check if your setting and the program you are delivering are currently QCT-approved or one of those for which you can seek approval • seek QCT approval of your proposed reviewer. <p>QCT approvals must take place prior to accruing experience.</p> <p>Once approved, ensure you communicate with your reviewer to understand the expectations for developing and demonstrating practice.</p>
2. Developing teaching practice	<p>Familiarise yourself with the Proficient career stage of the Standards.</p> <p>With the support of your mentor, reflect on and develop your practice.</p> <p>The Guidelines may be useful to plan and map out how you will develop your practice aligned with the Standards.</p> <p>As you develop your practice collect evidence of proficiency in the format agreed with your reviewer.</p>
3. Demonstrating practice	<p>Your reviewer assesses your teaching practice against the Proficient career stage of the Standards.</p> <p>You will demonstrate your practice using evidence drawn:</p> <ul style="list-style-type: none"> • directly from your work • from a range of sources that includes evidence of student learning, observations of your teaching, and annotations that reflect achievement of the Standards by taking account of each of the descriptors. <p>You will have the opportunity to review the assessment and recommendation report before submitting your application to move to full registration.</p>
4. Finalising the process	<p>Complete and submit application to QCT</p> <p>In the application form you will make declarations including:</p> <ul style="list-style-type: none"> • you have taught one year (200 days) while holding provisional registration in the preceding five years • you have provided appropriate evidence of practice to your reviewer • you agree or disagree with your reviewer's recommendation. <p>Submit your application to QCT.</p>

After submitting your application you will be contacted if something further is required. The QCT will email you with the outcome, usually within a few days. You are not required to submit your supporting evidence to the QCT. However, the QCT may engage in quality assurance activities, therefore you must retain your evidence for 12 months from the date you are granted full registration.

Evidence for assessment

The National Framework requires that teachers are assessed against the Proficient stage of the Standards to be granted full registration. Teachers must be assessed on multiple sources of evidence that demonstrate the required knowledge, practice and engagement made explicit in the Standards.

The final recommendation report provided by the reviewer will be completed at the Standard level based on:

- observations and knowledge of practice
- the evidence provided
- professional conversations held over the period of provisional registration
- insights into the teacher's practice and development provided by the mentor.

The reviewer must be confident that the PRT demonstrates the Proficient level of the Standards. The QCT does not mandate specific procedures or templates for compiling and sharing evidence. The PRT must work with their reviewer to confirm the process in their context. Some examples are provided in the case studies on page 12.

Evidence-informed decision-making

Discussions should be held with the mentor and reviewer to clarify their expectations of the evidence required. It is the responsibility of the PRT, as the applicant, to ensure understanding of the process and requirements, including:

- the types and amount of evidence required
- how evidence (e.g. hard copy documents, professional discussions and observations, portfolio) will be shared
- the types and quantity of annotations required
- whether the assessment of practice will be formative or summative.

The PRT should also confirm requirements with their reviewer for how they should present their evidence, for example:

- through collected hard copies of annotated documents
- through discussions supported by documents
- using a PowerPoint or video presentation
- through a digital/ePortfolio.

Quality evidence

Evidence should:

- be drawn directly from the teacher's work
- be collected over time as an outcome of teaching (not specifically created to move to full registration)
- be derived from a range of sources
- include observations of teaching
- be annotated to reflect achievement of the Standards by taking account of each of the descriptors
- show impact on student/child learning.

When developing evidence, teachers should:

- draw on a range of documents, observational notes, reflections and resources that cover scope of knowledge, practice and engagement
- reference more than one descriptor against each piece of evidence where appropriate and avoid duplication of evidence
- ensure the range and context of the teacher's teaching practice is illustrated
- show the link between teaching practice and its impact on learning
- use evidence that comes from multiple sources such as
 - performance data
 - learner work samples
 - curriculum, planning and assessment documents
 - observations and professional conversations or collaborations with colleagues
 - student/parent feedback
 - records of guided reflections on practice and development against the Standards.

The evidence provided will depend on contextual issues including cohort of learners, stage of schooling, position within a school, type of school and location. It may not be possible to provide direct evidence against every descriptor. In these instances, teachers can use annotations to explain their knowledge of descriptors not directly applicable to their context. For example, if a teacher has not had the opportunity to teach a learner with disability, they can annotate evidence to show how their teaching strategies could be adapted to support the full participation and learning of those with disability.



A piece of evidence can address multiple descriptors, within and across the Standards. Although there are 37 descriptors listed at Proficient level, teachers are not required to provide a specific piece of evidence for each descriptor. Refer to an annotated example on page 10 for how this might be possible.

Examples of evidence that can support a judgement are discussed further on page 14.

Annotations

Annotations demonstrate that the teacher understands the intent of the Standards and what practice looks like at the Proficient stage. They link evidence of practice to the Standards and explain how and why the evidence meets the Standards at Proficient stage.

Annotations can be written, verbal or recorded as is appropriate for the context and the evidence.

Annotations should:

- provide context for evidence (what, who, why, when and how)
- identify the descriptor/s being accounted for and explain how the evidence shows achievement of the descriptor/s
- identify impact on student/child learning, engagement or wellbeing
- contain detail sufficient to be understood by people outside your context.

Reviewers may wish to know:

- the teacher's role in developing the evidence if it was a joint activity with colleagues
- what came before or after the teaching/learning practice
- why the evidence was selected in preference to other evidence.

These examples show some different ways that annotations might be provided, depending on context and available evidence.

Evidence	Annotations
Planning document including a set of learning resources that account for individual learning needs	<p>Written – attached to the document and explaining alignment to multiple descriptors in Standards 3 and 5</p> <p>The reviewer relies heavily on written documentation as they have limited opportunities to meet with the PRT. This is supported by observations and professional discussions each term.</p>
Observation of teaching and learning	<p>Verbal – professional discussions following observations</p> <p>The reviewer works closely with the PRT as the second registered teacher in the service. They plan jointly and there are regular observations of the PRT's practice and guided reflection. This is supported by written documentation.</p>
Assessment task and student samples	<p>Digital – recording of teacher talking through the thinking underpinning their judgements and appraising their impact on student/child learning</p> <p>A planned meeting to discuss the evidence has to be postponed so the PRT provides a recording of themselves talking about the artefacts. This is supported by subsequent professional conversations and observations.</p>

Example:

This example serves as an illustration only and is not representative of the full evidence documentation or annotations. It aims to highlight that one quality piece of evidence can demonstrate multiple descriptors at the Proficient level of the Standards.

In this instance, the evidence has been annotated, identifying relevant descriptors and context to which the teacher will speak when meeting with their reviewer, providing opportunity to demonstrate their practice against multiple Proficient descriptors:

- understanding of the different learning needs of the students (1.1, 1.2, 1.5, 4.1), differentiation and reasonable adjustments for students with disability (1.6)
- goal setting (3.1)
- the range of teaching strategies employed in the unit (1.3, 1.4, 2.6)
- learning and assessment activities (1.5, 5.1), resources (3.4)
- reference to an approved curriculum/school program (2.3), sequencing of content (2.2), subject-specific literacy and numeracy demands (2.5), connections between content of teaching areas and development of skills (2.1), and reference to data used to inform practice (5.4).

QCT State School Year 6 English Unit 4 – Information texts

Unit overview

Students will examine a range of information texts to understand how multimodal features in these texts inform and persuade audiences.

Students will consider how images, digital media, diagrams and tables can help to develop, explain and elaborate on ideas from topics.

Students will create texts on a topic of their own choice, using appropriate language features, topic specific vocabulary and multimodal features to persuade a specific audience.

Achievement standard (Australian Curriculum Version 9)

By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.

Annotation

Descriptors evidenced: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6; 2.1, 2.2, 2.3, 2.5, 2.6; 3.1, 3.4; 4.1; 5.1, 5.4.

This unit plan was developed by me for my Year 6 class in Term 2, 2023. The unit outline and lesson plans provide evidence of my knowledge of the English curriculum (Australian Curriculum) (2.1), how I have developed content into a sequenced learning program (2.2, 2.3) and differentiated instruction for the range of learners in my class (1.1, 1.2, 1.5). The assessment tasks developed by me highlight my ability to develop a range of assessment types (5.1). To support the learning for students with disability, I created a modified assessment task utilising assistive technology devices to enable full participation (1.6, 2.6). Two annotated student assessment samples are provided to highlight successful student outcomes.

Observations

Observations of practice provide documentary evidence that helps to track progress towards the Proficient level of the Standards. The AITSL website provides information on a range of evidence- and practice-based approaches to classroom observation for different contexts.

Many schools already have established routines for classroom observations, such as:

- instructional rounds
- instructional coaching
- peer observation
- learning walks.

Whichever process is used, it should allow the PRT to:

- establish an agreed focus for the teaching/learning experience to be observed
- decide on two to four descriptors to be the focus of the observation
- decide how the observation will be recorded/reported
- reflect and discuss feedback on the teaching/learning experience
- articulate how the targeted descriptors were demonstrated
- discuss areas of strength and areas for further development
- adjust learning goals and plan for future professional learning needs and support if required.

Where teaching practice is not able to be observed in person by a colleague, virtual or recorded observations can be organised.

Observations outside the classroom may also provide evidence of professional growth against the Standards, for example:

- interactions with learners outside the classroom
- interactions with parents and carers
- participation in meetings, collaborative planning, assessment and moderation activities
- undertaking professional duties.

Notes from observations and professional conversations that follow practice observations may provide important evidence to demonstrate the Standards at Proficient level.

Observations of practice are a mandatory element of the National Framework.



Case studies

These case studies present some examples of how a PRT can transition to full registration in different contexts. There is a breadth of contexts throughout Queensland. Please contact the QCT for more specific advice about your context, if required.

Hesham – small, remote school

Hesham is teaching in a small, remote P-6 school with a teaching principal who works closely with him, co-operatively planning, developing assessment, moderating, analysing data and teaching. They have daily debriefs in which Hesham reflects on the day's events and his impact on his students' learning.

Given the close nature of their work, Hesham's principal is confident that she has sufficient understanding of Hesham's practice to make an assessment against the Proficient level of the Standards.

Hesham's evidence comprises:

- a unit plan (verbal annotations)
- notes from observations and post-observation discussions
- a professional learning plan and reflections on learning
- a collection of parent/carers communications (written annotations)
- a lesson plan with associated differentiated resources (written annotations)
- student work samples showing modifications based on data, and demonstrating impact (verbal annotations).

Evidence is gathered cumulatively over the period of provisional registration and the principal 'marks off' descriptors as Hesham demonstrates consistent achievement, allowing Hesham to focus on those practices still requiring development.

In this case, the principal is both the reviewer and the mentor.

Ada – large, metropolitan high school

Ada is teaching in a large metropolitan high school where she is one of 30 provisionally registered teachers. The school has a structured mentoring and induction process for beginning teachers that involves weekly group meetings with the deputy responsible for professional development, as well as regular individual meetings with mentors.

Over the year, teachers transitioning to full registration are supported as they construct a portfolio with their evidence. The evidence and associated annotations are mandated by the reviewer and are collected on a schedule that aligns with school activities (planning days, assessment periods, moderation activities, parent/carers meetings, etc.).

Mentors monitor the progress of each provisionally registered teacher and report to the deputy and reviewer if they have any concerns, to ensure that the necessary support is put in place.

Before the end of the year, Ada provides her portfolio to the reviewer. Based on her observations of Ada's practice, discussions with Ada's mentor and colleagues, and the content of Ada's portfolio, she is not yet satisfied that Ada's practice meets the Proficient level of the Standards.

After discussions with the mentor and reviewer, Ada develops learning goals and undertakes a period of targeted professional learning and support. When she is confident that she can demonstrate the descriptors about which there were concerns, Ada requests a second assessment.

This time the reviewer is confident that Ada is consistently demonstrating practice at the Proficient level, and she recommends that Ada moves to full registration.



Kali – relief/supply teacher

Kali has been doing supply teaching for 3 years across multiple schools. She has completed multiple single days as well as contracts of 2-6 weeks. Over that time, she has collected evidence of her practice where possible. For example, she has the planning and some de-identified work samples from a 6-week contract, and a letter from the school principal to verify it is her own work and an accurate representation of her time in the school.

Kali contacts the principal of the school in which she does most of her supply work and requests that they support her to move to full registration. The principal agrees to do this and nominates a mentor and reviewer. They acknowledge that Kali will need a contract of a few weeks to be able to collect sufficient evidence and she will need to wait for an opportunity to do this.

Kali meets with her reviewer to evaluate the evidence she has and to discuss the additional evidence she requires. Some of this she will be able to collect on individual days of supply teaching but some will need to wait until she has a longer contract. She gives her reviewer permission to contact her previous principals to discuss her practice.

Kali slowly collects all the evidence required over the next 12 months, supported by her mentor, and is able to move to full registration before her first period of provisional registration expires.

Her evidence has been gathered from the school which is supporting her transition and from other schools in which she does supply work, with her evidence authenticated by the administration teams of those schools and verified by her reviewer.

Danielle – early childhood centre

Danielle is delivering a program based on the Queensland kindergarten learning guideline (QKLG) in an early childhood centre in which she is the only registered teacher. In order to move to full registration, she must locate a fully registered teacher who is able to mentor her and act as her reviewer. As her centre is the only early childhood centre in her location, Danielle approaches the teachers at the local state school to request their support. Unfortunately, those teachers are either provisionally registered themselves or there is a conflict of interest as they teach Danielle's own children.

Danielle approaches an online community of early childhood teachers she is part of and one of the teachers in the group agrees to take on the role of mentor and reviewer and to:

- observe Danielle's practice at least once a term or four times across the provisional registration period
- maintain open communication
- discuss and review evidence of Danielle's planning, teaching/learning, assessing/reporting against the relevant Standards
- complete the assessment and recommendation.

Danielle has her mentor/reviewer approved by the QCT using forms in her myQCT account.

Because they live and work in different locations, Danielle and her reviewer arrange to meet fortnightly online. The reviewer will do 2 observations of Danielle's teaching practice virtually and 2 observations will be submitted as multimedia recordings.

The mentoring relationship continues until Danielle's reviewer is confident that Danielle's practice meets the Proficient level of the Standards and a recommendation can be made that Danielle moves to full registration.

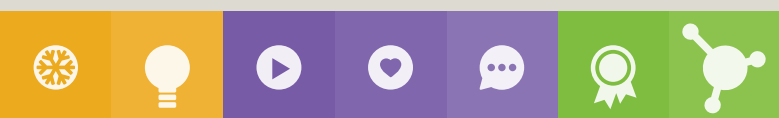
Examples of practice and evidence

These examples are not exhaustive and should not be used as a checklist. They are provided as a resource to build shared understandings of knowledge, skills and practice at the Proficient career stage of the Standards.

Evidence should align closely with the characteristics of a teacher working at the Proficient career stage and the verbs in the Standard descriptor. It should also take into consideration teaching context. Please contact the QCT for support if you have questions about how to evidence specific Standards in your unique context.

'Teaching and learning plans' are used here to refer to units of work, individual lessons, assessment tasks, resources and other artefacts of the teaching cycle that might be used as evidence.

The term *'learners'* is used to include learners in all teaching and learning contexts.



Professional Knowledge

Standard 1



Know students and how they learn

Focus area 1.1

Physical, social and intellectual development and characteristics of students

Descriptor

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning

Examples of practice at Proficient level

- Explains characteristics of individual and groups of learners and selects appropriate teaching strategies for learning
- Uses pre- and post- assessments to determine effective strategies
- Extends knowledge of learners' physical, social and intellectual development and characteristics
- Organises the classroom to accommodate learning
- Collaborates with specialist staff (e.g. guidance counsellors, EAL/D teachers), teacher aides, and/or colleagues to meet students' learning needs
- Builds relationships with learners

Examples of evidence



Observation notes and discussion



Annotated teaching and learning plan



Diarised professional conversations



Reflection on practice

Standard 1



Know students and how they learn

Focus area 1.2

Understand how students learn

Descriptor

Structure teaching programs using research and collegial advice about how students learn

Examples of practice at Proficient level

- Develops teaching programs using research, collegial advice, ongoing analysis and reflection
- Incorporates evidence-based pedagogies to cater for different learners
- Provides a rationale for programming decisions in discussions with colleagues
- Engages and collaborates with colleagues when planning and reviewing teaching programs

Examples of evidence



Annotated teaching and learning plan



Diarised professional conversations



Professional learning log and reflections

Professional Knowledge

Standard 1



Know students and how they learn

Focus area 1.3

Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Descriptor

Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

Examples of practice at Proficient level

- Recognises and responds to the linguistic, cultural, religious and socioeconomic backgrounds of learners through the use of culturally responsive and inclusive language, strategies and resources
- Uses effective questioning or other strategies to engage learners from diverse backgrounds
- Demonstrates valuing of diversity in formal and informal collegial discussions when designing and implementing teaching strategies
- Makes explicit connections between aspects of the lesson and learners' own contexts
- Describes teaching strategies that might be implemented if learners from diverse linguistic, cultural, religious and socioeconomic backgrounds join the class

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Annotated individual learning plan
	Professional conversations with colleagues
	Reflection on practice

Standard 1



Know students and how they learn

Focus area 1.4

Strategies for teaching Aboriginal and Torres Strait Islander students

Descriptor

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

Examples of practice at Proficient level

- Seeks advice from persons such as Aboriginal Education Assistants, Elders of Aboriginal communities, counsellors and other relevant professionals in relation to teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners
- Uses a range of culturally safe and responsive teaching strategies to support Aboriginal and Torres Strait Islander learners
- Develops individual learning programs based on information gathered from the community about learners
- Uses a range of resources appropriate to Aboriginal and Torres Strait Islander learners
- Understands cultural sensitivities and allows learners to participate in culturally responsive and safe ways

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Individual learning plan
	Professional learning log and reflections
	Professional conversations with relevant community members
	Reflection on practice

Standard 1



Know students and how they learn

Focus area 1.5

Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Descriptor

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities

Examples of practice at Proficient level

- Differentiates for individual learners
- Plans to allow effective participation of learners of all abilities
- Modifies activities or resources for individual learners or groups of learners
- Uses pre-testing to establish appropriate content and activities and builds upon learners' prior knowledge, skills and capabilities
- Uses a range of pedagogies and approaches such as content, process or product adaptations, multilevel instruction, independent and group work, peer coaching, explicit teaching and modelling
- Utilises assessment and advice provided by EAL/D teacher/Counsellor/Aboriginal Education Assistant, Gifted and Talented Coordinator, Learning Support Coordinator and other support staff

Examples of evidence

	Observation notes and discussion
	Individual learning plans
	Annotated learner work samples
	Consultations with support staff and other professionals

Standard 1



Know students and how they learn

Focus area 1.6

Strategies to support full participation of students with disability

Descriptor

Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements

Examples of practice at Proficient level

- Models positive interactions with learners with disability
- Adjusts teaching strategies to support individual learners with disability in accordance with policy and Disability Standards for Education, such as through activity and resource design, access to resources and classroom routines
- Seeks advice about learners with disability from parents/carers, specialists, support teams and services that assist the design and implementation of teaching and learning programs
- Makes necessary adjustments to support participation and learning, for example, modifying the classroom environment, using adaptive and assistive technologies
- Articulates a rationale for lesson content and structure based on specific learning of those with disability
- Uses visual as well as verbal and written cues

Examples of evidence

	Observation notes and discussion
	Individual learning plans
	Professional learning log
	Consultations with parents, carers, specialists and support teams

Professional Knowledge

Standard 2



Know the content and how to teach it

Focus area 2.1

Content and teaching strategies of the teaching area

Descriptor

Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

Examples of practice at Proficient level

- Prepares effective teaching and learning plans meeting content requirements of relevant curriculum, syllabuses and documents
- Demonstrates knowledge of the content and teaching strategies of the teaching area
- Modifies teaching and learning programs and activities to engage learners of all abilities in the learning of content
- Devises teaching and learning programs to effectively deliver content through appropriately selected teaching strategies
- Customises relevant resources to suit the content learning needs of all learners, accounting for prior knowledge, skills and capabilities
- Accurately responds to content questions from learners
- Deepens learners' content knowledge through meaningful activities and questioning
- Develops lesson outcomes and learning goals aligned to syllabus/curriculum requirements
- Extends learners with higher level activities when appropriate
- Demonstrates impact on learning and engagement

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Annotated learner work samples
	Customised learning resources

Standard 2



Know the content and how to teach it

Focus area 2.2

Content selection and organisation

Descriptor

Organise content into coherent, well-sequenced learning and teaching programs

Examples of practice at Proficient level

- Sequences teaching and learning activities to logically and effectively scaffold learners' understanding of content
- Organises content to reflect curriculum requirements
- Connects teaching area content to development of subject-specific literacy and numeracy skills
- Balances curriculum requirements and learner characteristics
- Demonstrates impact on learning in the content area
- Paces teaching and learning activities to accommodate the range of learners

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Reflection on practice

Standard 2



Know the content and how to teach it

Focus area 2.3

Curriculum, assessment and reporting

Descriptor

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements

Examples of practice at Proficient level

- Meets curriculum, assessment and reporting requirements of the setting/school
- Develops assessment plans which show clear links to curriculum and learning outcomes, the teaching and learning program and reporting cycle
- Provides feedback to learners and reports to parents/carers that demonstrate compliance with curriculum, assessment and reporting requirements
- Incorporates a range of assessment instruments, including pre- and post-assessments, diagnostic, formative and summative assessments
- Uses knowledge of learning to inform assessment and reporting
- Modifies assessment for learners as required

Examples of evidence

	Diarised professional conversation
	Records of feedback to students
	Annotated assessment activities, criteria and marking guides
	Annotated learner work samples
	Reports to parents/carers

Standard 2



Know the content and how to teach it

Focus area 2.4

Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Descriptor

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

Examples of practice at Proficient level

- Consults with Aboriginal Education Assistants and/or local community representative/s to develop understandings of the local community, culture, language and histories
- Supports learner understanding of Aboriginal and Torres Strait Islander histories and cultures through inclusion of activities like incursions, excursions, class, year and school activities
- Supports learner participation in activities that promote reconciliation
- Embeds content and activities in teaching and learning programs to develop learners' understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- Includes texts, activities, presentations, performances, case studies, artwork and images to support learners' understanding and respect for Aboriginal and Torres Strait Islander languages
- Provides opportunities for learners to engage with Aboriginal and Torres Strait Islander people in the local community

Examples of evidence

	Annotated teaching and learning plan
	Annotated learner work samples
	Professional learning log
	Consultation with community leaders
	Reflection on participation in relevant activities

Professional Knowledge

Standard 2



Know the content and how to teach it

Focus area 2.5

Literacy and numeracy strategies

Descriptor

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement

Examples of practice at Proficient level

- Applies explicit and structured literacy and numeracy strategies in teaching and learning programs
- Works collaboratively with external support, such as specialist language teachers and support teachers to meet learners' literacy and/or numeracy needs
- Uses range of activities to support literacy and numeracy across all teaching areas
- Assesses learners' literacy and numeracy in order to determine prior knowledge and establish learning goals, content and activities
- Makes literacy and numeracy demands across teaching areas explicit for learners

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Annotated learner work samples
	Collaboration with external support teachers and colleagues

Standard 2



Know the content and how to teach it

Focus area 2.6

Information and Communication Technology (ICT)

Descriptor

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful

Examples of practice at Proficient level

- Integrates a variety of ICT activities in teaching and learning plans
- Works collaboratively with ICT support staff
- Ensures ICT activities are relevant and meaningful to students' learning needs and interests
- Ensure learners are competent, efficient and confident in ICT curriculum requirements
- Uses ICT to enhance learning rather than as a tool in itself
- Assesses learners' prior knowledge and skills to best utilise ICT
- Selects pedagogy that reflects the ICT being used

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Annotated learner feedback and work samples

Professional Practice

Standard 3



Plan for and implement effective teaching and learning

Focus area 3.1

Establish challenging learning goals

Descriptor

Set explicit, challenging and achievable learning goals for all students

Examples of practice at Proficient level

- Sets explicit, challenging and achievable learning goals for all students during the teaching and learning cycle
- Aligns teaching and learning goals to the curriculum and assessment
- Articulates for learners the steps required to achieve goals
- Assists learners with appropriate goal setting
- Uses evaluation of learner achievement of learning goals to inform future planning

Examples of evidence

	Observation notes and discussion
	Individual learning plans
	Annotated learning goals
	Annotated learner work samples
	Reflection on practice

Standard 3



Plan for and implement effective teaching and learning

Focus area 3.2

Plan, structure and sequence learning programs

Descriptor

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning

Examples of practice at Proficient level

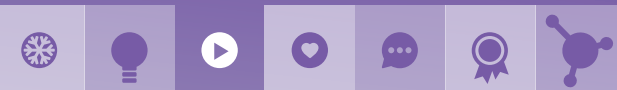
- Effectively utilises the teaching and learning cycle and different models of learning
- Displays flexibility, logic, sequencing and variety when developing activities and resources
- Evaluates teaching and reflects on learners' work samples to determine engagement and learning
- Develops goals for subsequent lessons based on evaluation of previous lessons
- Develops well-structured plans for teaching, learning and assessing that reflect understanding of sequencing
- Implements engaging lessons with effective transitions
- Articulates expectations for each lesson

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Annotated learner work samples
	Assessment items
	Change-tracked planning documents

Professional Practice

Standard 3



Plan for and implement effective teaching and learning

Focus area 3.3

Use teaching strategies

Descriptor

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

Examples of practice at Proficient level

- Implements a range of appropriate teaching and learning activities that include problem solving, critical and creative thinking, and drawing reasoned conclusions
- Embeds activities requiring higher order thinking and risk-taking
- Assesses learners to determine prior knowledge and skills in order to select activities that enable all learners to participate in creative thinking and problem solving

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Annotated learner work samples
	Reflection on practice
	Diarised collegial discussions

Standard 3



Plan for and implement effective teaching and learning

Focus area 3.4

Select and use resources

Descriptor

Select and/or create and use a range of resources, including ICT, to engage students in their learning

Examples of practice at Proficient level

- Uses a variety of teaching and learning resources, including ICT and emerging technologies, aligned to curriculum and learning goals
- Critically evaluates existing resources
- Selects meaningful and relevant resources appropriate to students' learning needs
- Trials and customises resources
- Uses assistive devices as appropriate to support learning
- Selects resources to support a range of teaching and learning strategies including groups, whole class and individual work
- Identifies learning outcomes for the lesson before selecting resources, including ICTs
- Collaborates with colleagues to share or develop appropriate resources
- Ensures that learners use resources appropriately

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Annotated learner work samples
	Reflection on practice

Standard 3



Plan for and implement effective teaching and learning

Focus area 3.5

Use effective classroom communications

Descriptor

Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement

Examples of practice at Proficient level

- Uses a range of verbal and non-verbal communication strategies in the classroom to support learner understanding, participation, engagement and achievement
- Responds positively and inclusively to all learners
- Models precise use of standard Australian English
- Uses vocabulary and metalanguage to develop conceptual understanding appropriate to the age and stage of learners
- Uses effective questioning techniques
- Varies pitch, strength and speed of communication effectively
- Manages behaviour and engagement through the use of verbal and non-verbal cues and visual aids
- Moves and circulates effectively to support student learning

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Records of communication with learners
	Reflection on practice

Standard 3



Plan for and implement effective teaching and learning

Focus area 3.6

Evaluate and improve teaching programs

Descriptor

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning

Examples of practice at Proficient level

- Uses assessment data to revise and modify teaching and learning plans
- Uses feedback from mentors, school leaders and colleagues, learners and parents/carers to evaluate and improve teaching and learning plans
- Analyses learner assessment data to reflect on and appraise impact on learning
- Reflects on teaching and learning plans to ensure alignment between curriculum requirements and learning
- Incorporates feedback from mentors, school leaders and colleagues to improve teaching and learning programs
- Collects a range of evidence to inform program evaluation at unit level as well as individual lessons, activities and resources
- Contributes to collegial evaluative processes

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Diarised professional conversations
	Reflection on practice

Professional Practice

Standard 3



Plan for and implement effective teaching and learning

Focus area 3.7

Engage parents/carers in the educative process

Descriptor

Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning

Examples of practice at Proficient level

- Communicates positively and professionally with parents/carers using school/system protocols
- Utilises parents/carers' skills, knowledge and expertise by providing opportunities for involvement in planning and delivery of learning activities
- Acknowledges the contributions of parents/carers
- Provides opportunities for parents/carers to give feedback
- Participates professionally in parent/carer and teacher meetings

Examples of evidence

	Formal and informal observations of practice
	Annotated teaching and learning plan
	Records of communications with parents/carers

Standard 4



Create and maintain supportive and safe learning environments

Focus area 4.1

Support student participation

Descriptor

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities

Examples of practice at Proficient level

- Establishes clear expectations, routines, rules and consequences to enable equitable participation and engagement for all learners
- Supports inclusive and positive interactions of all learners
- Offers constructive feedback, encouraging individual talents and offering learners extra help, time or explanation if required
- Acknowledges and values learners' contributions and celebrates learners' work
- Understands and accounts for learners' backgrounds
- Models respect and positive language in interactions with learners, colleagues and parent/carers

Examples of evidence

	Observation notes and discussion
	Annotated classroom plans
	Annotated classroom displays

Standard 4



Create and maintain supportive and safe learning environments

Focus area 4.2

Manage classroom activities

Descriptor

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks

Examples of practice at Proficient level

- Establishes explicit routines that are implemented and enforced consistently
- Clearly articulates and negotiates classroom routines and expectations
- Implements school behaviour management policy
- Demonstrates effective time management
- Organises a teaching space conducive to learning
- Ensures timetable, programs and lessons are related to curriculum
- Manages time with well-paced activities and sufficient flexibility to meet learners
- Ensures that learners are on task and learning
- Prepares resources, including ICT, in advance so that class time is spent on learning
- Plans to enable effective participation of learners of all abilities

Examples of evidence

	Observation notes and discussion
	Annotated classroom management documentation
	Annotated teaching and learning plan

Standard 4



Create and maintain supportive and safe learning environments

Focus area 4.3

Manage challenging behaviour

Descriptor

Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully

Examples of practice at Proficient level

- Establishes positive welfare/classroom practices that reflect school policies
- Ensures learners understand expectations and consequences
- Clearly displays expectations, protocols and/or rules and consequences
- Firmly and consistently implements and maintains school discipline and welfare policies
- Supports learners to ensure tasks are completed
- Uses a range of strategies to manage classroom behaviour
- Identifies and understands challenging behaviours
- Models expected behaviour, respect, politeness and positive language
- Moves effectively and purposefully around the classroom
- Demonstrates proactive, positive classroom management

Examples of evidence

	Observation notes and discussion
	Formal and informal observation of school policies in action
	Reflection on practice
	Lesson plans or notes that include strategies to manage classroom behaviour

Professional Practice

Standard 4



Create and maintain supportive and safe learning environments

Focus area 4.4

Maintain student safety

Descriptor

Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements

Examples of practice at Proficient level

- Implements discipline and welfare policies and classroom practices that reflect school/system policies
- Demonstrates understanding of mandatory policies and implements appropriate processes as required
- Identifies and manages risks accordingly, reporting incidents as appropriate
- Completes risk assessments and referrals where relevant
- Designs and maintains safe classroom layouts and practices
- Implements relevant safety procedures
- Ensures learner safety inside and outside the classroom, addressing unsafe behaviour and situations

Examples of evidence

	Formal and informal observations
	Annotated correspondence
	Annotated records
	Reflection on practice

Standard 4



Create and maintain supportive and safe learning environments

Focus area 4.5

Use ICT safely, responsibly and ethically

Descriptor

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching

Examples of practice at Proficient level

- Promotes the safe, responsible and ethical use of ICT through explicit teaching and learning strategies
- Models responsible and ethical use of ICT including school, system and/or sector ICT policies and guidelines
- Provides clear guidelines to learners about plagiarism, referencing conventions and copyright law, and applies appropriate consequences for breaches of guidelines
- Reinforces safe online behaviour and reports incidents of cyberbullying and other inappropriate uses of ICT to appropriate personnel
- Supports learner evaluations of digital resources

Examples of evidence

	Observation notes and discussion
	Annotated teaching and learning plan
	Annotated assessment tasks
	Annotated learner work samples

Standard 5



Assess, provide feedback and report on student learning

Focus area 5.1

Assess student learning

Descriptor

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning

Examples of practice at Proficient level

- Develops and uses a variety of formative and summative assessment activities to monitor learning
- Uses diagnostic information to improve learning outcomes
- Uses informal and formal assessment strategies to support learning
- Uses marking guides as part of teaching program to consistently assess learners' achievement of learning goals
- Develops assessment marking guides and guides to making judgements that reference curriculum/unit outcomes or objectives
- Uses existing guides to make judgements when assessing work
- Provides feedback to improve learner outcomes
- Ensures learners understand the purpose of assessments and what is required of them
- Plans differentiated assessment to align with learner needs
- Integrates assessment planning into the teaching and learning cycle
- Aligns the assessment type to learning outcome being assessed
- Effectively prepares learners for external tests and examinations

Examples of evidence

	Observation notes and discussion
	Annotated assessment plan and rubric
	Annotated teaching and learning plan
	Annotated learner work samples

Standard 5



Assess, provide feedback and report on student learning

Focus area 5.2

Provide feedback to students on their learning

Descriptor

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals

Examples of practice at Proficient level

- Provides formal and informal, timely feedback to learners on progress and achievement against their learning goals
- Provides effective feedback to support improvement and goal setting
- Assists learners to identify areas for improvement
- Individualises teaching and learning programs to address specific issues identified by assessment data
- Collaborates with colleagues on assessment moderation
- Uses feedback to inform planning
- Gives constructive feedback on achievement and areas for improvement
- Implements school/system policy regarding feedback and reporting

Examples of evidence

	Annotated learner conferencing log
	Annotated learner work samples
	Annotated marking rubric

Professional Practice

Standard 5



Assess, provide feedback and report on student learning

Focus area 5.3

Make consistent and comparable judgements

Descriptor

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning

Examples of practice at Proficient level

- Participates in moderation of learners' assessments to improve consistency and comparability of judgement
- Implements the school or system policy regarding the moderation of assessment activities
- Designs assessments with marking criteria to support judgements
- Collaboratively develops a shared understanding of marking criteria
- Makes accurate judgements about learners' work reflective of pre-determined criteria and benchmarks
- Participates in sample marking processes to ensure consistent application of the criteria for assessment tasks
- Collaborates with colleagues on assessment moderation

Examples of evidence

	Annotated moderation notes
	Annotated learner work samples
	Annotated assessment plan, marking guide and guide to making judgements
	Meeting minutes
	Collaboration with colleagues

Standard 5



Assess, provide feedback and report on student learning

Focus area 5.4

Interpret student data

Descriptor

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice

Examples of practice at Proficient level

- Analyses assessment data to identify learners' strengths and weaknesses
- Uses a range of assessment data for each learner to analyse their understanding
- Modifies teaching programs and develops intervention strategies for learners as a result of the data compiled following assessment of learning
- Compares assessment of prior learning and assessments after content has been taught to determine learner progress
- Collaborates with colleagues to evaluate programs in achieving learning outcomes and modify programs accordingly

Examples of evidence

	Annotated analysis of learner assessment data
	Modifications to individual learning plans
	Annotated evaluation of teaching program
	Consultation with support staff

Standard 5



Assess, provide feedback and report on student learning

Focus area 5.5

Report on student achievement

Descriptor

Report clearly, accurately and respectfully to students and parents/carers about student achievement making use of accurate and reliable records

Examples of practice at Proficient level

- Maintains accurate, reliable and comprehensive assessment records in accordance with school policy and practice
- Involves learners and parents/carers in discussions of learner achievement
- Provides accurate and respectful reporting, using appropriate language and terminology, of learners' strengths and weaknesses during parent/carer teacher interviews
- Identifies opportunities for improvement of each learner
- Constructs reports that accurately reflect learner achievement and make constructive and appropriate comments indicating ways to improve learning
- Appropriately records issues of behaviour and learner welfare/discipline
- Annotates work samples to record achievement against learning goals/objectives

Examples of evidence



Parent/carer meeting notes



Reporting samples



Annotated assessment records



Professional Engagement

Standard 6



Engage in professional learning

Focus area 6.1

Identify and plan professional learning needs

Descriptor

Use the *Australian Professional Standards for Teachers* and advice from colleagues to identify and plan professional learning needs

Examples of practice at Proficient level

- Links teaching and learning activities to focus areas and/or descriptors of the Standards
- Develops a professional learning plan that articulates learning goals designed to enhance achievement of the Standards
- Identifies and engages in professional development courses and professional learning activities to address specific focus areas and/or descriptors of the Standards
- Participates in and keeps records of a range of professional learning opportunities aligned to the Standards
- Uses feedback from colleagues to identify and plan for professional learning

Examples of evidence

	Professional learning log
	Diarised collegial conversations
	Observation notes and discussions
	Learning goals linked to the Standards
	Annual performance reviews

Standard 6



Engage in professional learning

Focus area 6.2

Engage in professional learning and improve practice

Descriptor

Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities

Examples of practice at Proficient level

- Participates in a range of school identified and self-identified learning activities to update professional knowledge and practice
- Applies new learning to professional practice
- Develops a professional learning plan based on reflection and needs analysis
- Articulates school and personal learning priorities
- Participates in professional teaching associations and networks
- Engages in professional reading, viewing and listening
- Embeds professional learning in teaching practice
- Contributes to professional discussions with colleagues

Examples of evidence

	Professional learning log
	Annotated planning documents
	Learning goals linked to the Standards
	Annual performance reviews

Standard 6



Engage in professional learning

Focus area 6.3

Engage with colleagues and improve practice

Descriptor

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice

Examples of practice at Proficient level

- Contributes to a range of collaborative discussions
- Evaluates and reflects on practice based on collegial discussions
- Acknowledges and implements feedback from colleagues to improve professional knowledge and practice
- Collaboratively plans, reviews and evaluates teaching programs
- Collaborates with colleagues, including support staff and community representatives
- Participate in professional committees and activities
- Offers constructive and informed suggestions in meetings and to professional networks

Examples of evidence

	Annotated meeting minutes
	Endorsement of colleagues
	Diarised collegial conversations
	Participation in online discussions, online courses, blogs and virtual professional learning communities

Standard 6



Engage in professional learning

Focus area 6.4

Apply professional learning and improve student learning

Descriptor

Undertake professional learning programs designed to address identified student learning needs

Examples of practice at Proficient level

- Completes professional development courses/learning activities aligned with intended improvement of learner outcomes
- Completes professional development courses/learning activities based on reflection and needs analysis
- Reflects on teaching and learning and seeks appropriate professional learning to improve practice and learner outcomes
- Reflects on learner data and seeks appropriate professional learning to improve practice and learner outcomes
- Seeks and acts on advice from colleagues about appropriate professional learning to meet learners' needs and applies that learning
- Participates in professional discussions with school leaders/colleagues, including through performance and development processes, to improve learner outcomes
- Demonstrates willingness to modify or abandon ineffective practices

Examples of evidence

	Action research
	Records of participation in professional learning activities
	Professional reading log
	Annotated planning documents
	Reflection on new learning and implications for practice

Professional Engagement

Standard 7



Engage professionally with colleagues, parents/carers and the community

Focus area 7.1

Meet professional ethics and responsibilities

Descriptor

Meet codes of ethics and conduct established by regulatory authorities, systems and schools

Examples of practice at Proficient level

- Acts according to codes of ethics and conduct established by regulatory authorities, systems and schools
- Communicates professionally with colleagues, learners, and parent/carers
- Knows and understands legislation regarding privacy of learner information and keeps records and confidential information secure
- Knows and understands mandatory reporting requirements and reports critical incidents and child protection concerns to relevant personnel promptly
- Follows correct processes in relation to access of learner information, images and data
- Acts ethically and with respect to assessment documentation and data

Examples of evidence

	Formal and informal observations of practice
	De-identified records, emails and other communications
	Reference or endorsement from principal/employer/HOD/line manager

Standard 7



Engage professionally with colleagues, parents/carers and the community

Focus area 7.2

Comply with legislative, administrative and organisational requirements

Descriptor

Understand the implications of and comply with relevant legislative, administrative and organisational and professional requirements, policies and processes

Examples of practice at Proficient level

- Implements school and system policies and procedures
- Undertakes professional learning regarding relevant legislative, administration, and organisational requirements
- Complies with legislative, administrative and organisational requirements
- Complies with requirements for administrative tasks (such as planning and reporting) in a timely manner
- Understands and applies requirements of policy documents in teaching and learning programs and classroom practice

Examples of evidence

	Formal and informal observations of compliance
	Communications showing compliance with requirements
	Reference or endorsement from principal/employer/HOD/line manager
	Professional learning log

Standard 7



Engage professionally with colleagues, parents/carers and the community

Focus area 7.3

Engage with the parents/carers

Descriptor

Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing

Examples of practice at Proficient level

- Communicates with parents/carers using established school protocols
- Utilises parents/carers' skills, knowledge and expertise to enhance teaching and learning programs
- Participates in and prepares for parent/carer and teacher meetings
- Displays sensitivity to the different backgrounds of parents/carers
- Ensures knowledge and understanding of the learning and/or wellbeing issues to be addressed at meetings with parents/carers
- Acknowledges parent/carer feedback and takes action where appropriate
- Refers sensitive issues to supervisor and maintains confidentiality of sensitive information
- Organises appropriate support personnel such as interpreters and Community Liaison Officers

Examples of evidence

	Records of communications with parents/carers
	Planning documents for meetings with parents/carers
	Formal and informal observations of interactions with parents/carers

Standard 7



Engage professionally with colleagues, parents/carers and the community

Focus area 7.4

Engage with professional teaching networks and broader communities

Descriptor

Participate in professional and community networks and forums to broaden knowledge and improve practice

Examples of practice at Proficient level

- Attends beginning teacher and professional networking meetings to broaden knowledge and improve practice
- Evaluates and reflects on practice based on information gained through professional and community networks
- Participates in community events and invites community involvement in learning activities
- Embeds learning from professional and community engagement to improve learner outcomes

Examples of evidence

	Records of participation in professional and community networks
	Reflections on new learning and implications for practice

Other evidence examples

Learning and teaching programs

- Lesson, topic, unit, term, semester or year plans
- Resources, tasks and activities developed and used as part of teaching strategies
- Homework tasks
- Individual learning plans
- Classroom layout and displays
- Modifications to plans and resources for differentiated teaching and learning
- Reflections on research that informs program development
- Student-directed learning goals
- Development and display of classroom expectations

Observations of teaching

- Observation notes from mentor/school leaders/colleagues
- Pre-/post-observation meeting and discussion notes
- Informal observations by the reviewer (e.g. of classroom management, collegial interactions) with a video/photo of the classroom environment, if applicable
- Reference from mentor teacher
- Learner task board

Reflection on teaching practice

- Reflections on lesson observations and resulting modifications to practice
- Diary of practice and reflection
- Notes and reflections on learner and parent/carers feedback
- Evaluation of teaching and learning plans and appraisal to establish next steps
- Evaluation of assessment tools and strategies
- Evaluation of the classroom environment and required modifications

Communication

- Notes of formal and informal communication with parents/carers
- Preparation for and participation in parent/carers meetings, including outcomes and actions
- Correspondence demonstrating mandatory reporting to meet legislative requirements

Assessment and reporting

- Assessment schedules aligned to curriculum and school requirements
- Assessment tools and strategies developed and implemented
- Learner data
- Learner conference notes
- Feedback provided to learner
- Analysis of learner data and impact on learner outcomes
- Modifications to planning as a result of assessment data
- Reporting examples
- Annotated learner work samples demonstrating impact on learner outcomes
- Use of data to inform differentiation

Collaboration

- Resources developed collaboratively and/or shared with colleagues
- Records of collaborative planning and preparation
- Participation in assessment moderation activities
- Informal observations of collegial support and collaboration
- Records of involvement in community and network activities
- Notes from peer reviews

Professional learning

- Professional learning plan and log
- Reflection on professional learning and implications for practice
- Records of discussions with colleagues regarding professional learning needs and opportunities
- Action research projects
- Membership of professional networks
- Presentations to colleagues
- Continued further education relevant to teaching
- Participation in induction processes



Resources



Legislation

- *Education (Queensland College of Teachers) Act 2005*
- *Education (Queensland College of Teachers) Regulation 2016*

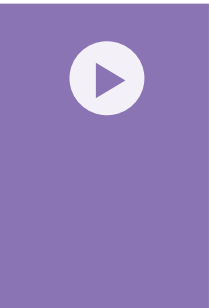
Supporting documents (available in myQCT or the QCT website)

- *Transition to full registration: An evidence guide for early childhood teachers*
- Forms for QCT approval of settings, roles and reviewers in non-school settings
- *Provisional registration fact sheet*
- Applying to move from provisional to full registration quick start guide
- Strategies for supply teachers wishing to progress to full registration
- The Australian Professional Standards for Teachers (Proficient career stage)
- Illustrations of Practice (Proficient career stage)
- Application to move from provisional to full registration

Evidence map

		PROFESSIONAL KNOWLEDGE															
		 1. Know the students and how they learn						 2. Know the content and how to teach it						3. Plan for and implement effective teaching and learning			
Evidence	FOCUS AREA	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4
Evidence 1:																	
Evidence 2:																	
Evidence 3:																	
Evidence 4:																	
Evidence 5:																	
Evidence 6:																	
Evidence 7:																	
Evidence 8:																	

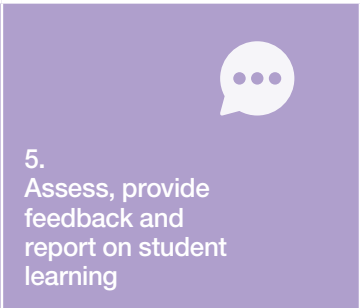
PROFESSIONAL PRACTICE



4. Create and maintain supportive and safe learning environments



5. Assess, provide feedback and report on student learning



PROFESSIONAL ENGAGEMENT



6. Engage in professional learning



7. Engage professionally with colleagues, parents/carers and community

[illegible]



PRT checklist

- ☐ Start teaching in an acceptable setting (refer to page 6).
- ☐ Familiarise yourself with the Proficient career stage of the Standards (refer to pages 14-33).
- ☐ Speak to your principal/employer about your interest in moving to full registration and determine who will act as mentor and reviewer.
- ☐ Clarify with your reviewer and mentor their expectations of the process and the type of evidence they will require to demonstrate that you meet the Standards at Proficient level.
- ☐ Begin the process in your myQCT account. If you are teaching somewhere other than an Australian/NZ school, use forms in myQCT to seek QCT approval for your role/setting/reviewer.
- ☐ Organise regular meetings with your mentor to discuss your progress, reflect on your practice, identify learning goals and plan for observations.
- ☐ Draw on the expertise and support of your mentor and colleagues to develop your practice.
- ☐ Begin demonstrating practice at the Proficient level and collecting evidence in the format agreed with your reviewer.
- ☐ Continue to develop your practice and collect evidence of proficiency.
- ☐ Teach for one year (or 200 days) from the date provisional registration was granted.
- ☐ Discuss your readiness to move to full registration with your mentor and reviewer. If you have taught 200 days across different schools, show your reviewer Statements of Service from each experience.
- ☐ Receive and review the recommendation report from your reviewer. If you are teaching in a Queensland school, they will submit this in the school's myQCT account and you will be notified when the completed report is in your account. For some other settings, it may be emailed to you.
- ☐ Make declarations and submit your application to the QCT. If you are teaching in a Queensland school, you do this in your myQCT account. For other settings, you may be instructed to email it to the QCT.
- ☐ Maintain a copy of your evidence for 12 months from the date full registration is granted.



Mentor checklist

- ☐ Familiarise yourself with the Proficient career stage of the Standards and the requirements for moving to full registration.
- ☐ Clarify with the reviewer and PRT their expectations of the process and the type of evidence that will be required to demonstrate that the PRT meets the Standards at Proficient level.
- ☐ Organise regular meetings with the PRT to discuss their progress, identify learning goals and plan for observations.
- ☐ Facilitate opportunities for the PRT to observe good practice.
- ☐ Facilitate observations of the PRT's practice. These can be undertaken by other colleagues but should be documented in writing.
- ☐ Facilitate the PRT's reflection on their practice and establishing of learning goals.
- ☐ Support the PRT to develop their practice and collect evidence of proficiency in the agreed format.
- ☐ Record evidence of the PRT demonstrating practice at the Proficient level.
- ☐ When appropriate, discuss the PRT's readiness to move to full registration with the reviewer.
- ☐ Provide insights and guidance to the reviewer for decisions relating to the PRT and the recommendation report.



Reviewer checklist

- ☐ Familiarise yourself with the Proficient career stage of the Standards and the requirements for moving to full registration.
- ☐ Clarify with the mentor and PRT your expectations of the process and the type of evidence that will be required to demonstrate that the PRT meets the Standards at Proficient level.
- ☐ If you are observing the teacher in a setting other than an Australian school, ensure they have obtained QCT approvals, including approval of you as reviewer.
- ☐ Organise regular meetings with the mentor to discuss the PRT's progress and facilitate additional support where required.
- ☐ Organise meetings with the PRT to discuss their progress and evidence collections.
- ☐ Facilitate opportunities for the PRT to observe good practice.
- ☐ Observe the PRT's practice formally and informally.
- ☐ Record evidence of the PRT demonstrating practice at the Proficient level.
- ☐ When appropriate, discuss the PRT's readiness to move to full registration with the mentor, drawing on their insights and guidance.
- ☐ Confirm that the PRT has met the experience requirements. If some of their experience was in other schools, ask the teacher for Statements of Service. They will need to show that they have taught one year (or 200 days) while holding provisional registration in the preceding five years.
- ☐ Complete the assessment and recommendation report. This is done in Queensland schools' myQCT accounts. For some settings other than a Queensland school, the PRT will provide you with a printed copy to complete and return to them. The teacher will agree or disagree with your recommendation and submit their application to the QCT.



Principal/school/employer checklist

- ☐ Familiarise yourself with the requirements for moving to full registration.
- ☐ Nominate a mentor and reviewer (if not you) for the PRT.
- ☐ Facilitate opportunities for the PRT to observe good practice.
- ☐ Implement formal induction and professional development processes for the PRT.
- ☐ Enable professional learning opportunities for all roles.
- ☐ Enable opportunities to collaborate with colleagues to develop a broad base of shared knowledge.
- ☐ Discuss how the Standards relate to other frameworks and priorities in your school, for example, school improvement plan, school pedagogical framework, the Australian Curriculum/QKLG.

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