Accreditation at **Proficient Evidence Mapping Grid - Example Overview for the Elements** Australian Teaching Standards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Domains** | **Professional Knowledge** | **Professional Practice** | **Professional Engagement** |
|  | **Standards** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
|  | **Standard Descriptors** | **1.1.2** | **1.2.2** | **1.3.2** | **1.4.2** | **1.5.2** | **1.6.2** | **2.1.2** | **2.2.2** | **2.3.2** | **2.4.2** | **2.5.2** | **2.6.2** | **3.1.2** | **3.2.2** | **3.3.2** | **3.4.2** | **3.5.2** | **3.6.2** | **3.7.2** | **4.1.2** | **4.2.2** | **4.3.2** | **4.4.2** | **4.5.2** | **5.1.2** | **5.2.2** | **5.3.2** | **5.4.2** | **5.5.2** | **6.1.2** | **6.2.2** | **6.3.2** | **6.4.2** | **7.1.2** | **7.2.2** | **7.3.2** | **7.4.2** |
| **Evidence** | Personalised Learning and Support Plans (PLSPs) | **X** | **X** |  |  |  | **X** |  |  |  |  | **X** | **X** | **X** |  |  |  |  |  |  |  |  | **X** | **X** |  | **X** | **X** | **X** | **X** |  |  |  |  |  | **X** |  |  |  |
| Teaching and Learning Plans |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  |  |  | **X** |  |  |  |  |
| School Reports |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** |  |  | **X** |  |  |  |  |  |  | **X** |  |
| Elements Pillars |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
| Observations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |
| Induction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Work Samples |  |  |  |  |  |  |  | **X** | **X** |  | **X** |  |  |  |  | **X** | **X** |  |  |  |  |  |  |  |  | **X** |  |  | **X** |  |  |  |  |  |  |  |  |
| Record of Professional Development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** |  | **X** |  |  |  |  |
| Professional Development Plan (PDP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** |  | **X** | **X** | **X** |  | **X** |

**Teacher Self-Reflection Tool – Highly Accomplished and Lead**

*Based on the Australian Professional Standards for Teachers (BOSTES, 2011)*

The ‘Evidence’ section includes examples that created with the Elements of Learning and Achievement.

**Domain: Professional Knowledge**

**Standard 1: Know students and how they learn**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus** | **Highly Accomplished** | **Lead** | **Met at HA/L** | **Evidence** |
| Physical, social and intellectual development and characteristics of students | 1.1.3 | Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development of characteristics of students | 1.1.4 | Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students |  | *Personalised Learning and Support Plan, focus on Health and Wellbeing.**Observations* |
| Understand how students learn | 1.2.3 | Expand understanding of how students learn using research and workplace knowledge. | 1.2.4 | Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn |  | *PLSP, teaching and learning plans**Research reflection sheets* |
| Students with diverse linguistic, cultural, linguistic, cultural, religious and socio-economic backgrounds | 1.3.3 | Support colleagues in developing effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds | 1.3.4 | Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socio-economic backgrounds |  | *Teaching and learning plans**School policy**Elements Manual**Observations* |
| Strategies for teaching Aboriginal and Torres Strait Islander Students | 1.4.3 | Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives | 1.4.4 | Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers |  | *T&L Plan – focus on the 8 Ways**Meeting minutes* |
| Differentiate teaching to meet the specific learning needs of students across the full range of abilities | 1.5.3 | Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities | 1.5.4 | Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities |  | *T&L Plan – focus on special adjustments,**PLSPs**Use of continuums* |
| Strategies to support full participation of students with disability | 1.6.3 | Work with colleagues to access specialist knowledge and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability | 1.6.4 | Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies |  | *T&L Plan – focus on special adjustments,**PLSPs**School policy**Elements Manual* |

**Domain: Professional Knowledge**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus** | **Highly Accomplished** | **Lead** | **Met at HA/L** | **Evidence** |
| Content and teaching strategies of the teaching area | 2.1.3 | Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs | 2.1.4 | Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies, and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs |  | *T&L Plan – lesson sequence**Workshops**Meeting minutes**Elements Manual* |
| Content selection and organisation | 2.2.3 | Exhibit innovative practice in the selection and organisation of content, and delivery of learning and teaching programs | 2.2.4 | Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs |  | *T&L Plan – lesson sequence**Workshops**Meeting minutes**Elements Manual* |
| Curriculum, assessment and reporting | 2.3.3 | Support colleagues in planning and implementing learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements | 2.3.4 | Lead colleagues to develop learning and teaching programs using a comprehensive knowledge of curriculum, assessment and reporting requirements |  | *T&L Plan – assessment,**School reports**Elements Manual**Workshops* *Observations* |
| Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians | 2.4.3 | Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages | 2.4.4 | Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages |  | *T&L Plan – 8 ways and Global Citizen**Meeting minutes – with elders**Observations* |
| Literacy and numeracy strategies | 2.5.3 | Support colleagues in implementing effective teaching strategies to improve students’ literacy and numeracy achievement | 2.5.4 | Monitor and evaluate the implementation of teaching strategies within the school to improve students’ achievement in literacy and numeracy using research-based knowledge and student data |  | *T&L Plan**PLSPs**Workshops**Research reflection sheet**continuums* |
| Information and communication technology (ICT) | 2.6.3 | Model high-level teaching knowledge and skills, and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful | 2.6.4 | Lead and support colleagues within the school in selecting and using ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students |  | *T&L Plan – 21st Century Learner**PLSP – 21st Century Learner**Workshops**Meeting minutes**Research Reflection Sheet* |

**Domain: Professional Practice**

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

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| --- | --- | --- | --- | --- |
| **Focus** | **Highly Accomplished** | **Lead** | **Met at HA/L** | **Evidence** |
| Establish challenging learning goals | 3.1.3 | Develop a culture of high expectations for all students by modelling and setting challenging learning goals | 3.1.4 | Demonstrate exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of their education |  | *PLSPs – goals**PDP**Observations* |
| Plan, structure and sequence learning programs | 3.2.3 | Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students | 3.2.4 | Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students’ knowledge, understanding and skills |  | *T&L Plans – lesson structure & Evaluation**Elements Framework* |
| Use teaching strategies  | 3.3.3 | Support colleagues in selecting and applying effective teaching strategies to develop knowledge, skills, problem-solving and critical and creative thinking | 3.3.4 | Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving, and critical and creative thinking |  | *T&L plan**Elements Manual* |
| Select and use resources | 3.4.3 | Assist colleagues in creating, selecting and using a wide range of resources, including ICT, to engage students in their learning | 3.4.4 | Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school |  | *T&L Plan – resources**Created* *Elements Manual* |
| Use effective classroom communication | 3.5.3 | Assist colleagues in selecting a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement | 3.5.4 | Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students’ understanding, engagement and achievement |  | *Elements Pillars – building a common language**Observations**Reports* |
| Evaluate and improve teaching programs | 3.6.3 | Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices | 3.6.4 | Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues |  | *T&L Program - Evaluation**Observations* |
| Engage parents/ carers in the educative process | 3.7.3 | Work with colleagues to provide appropriate and contextually relevant opportunities for parents/ carers to be involved in their children’s learning | 3.7.4 | Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities |  | *Communicating the Elements (reports, letters, etc)* |

**Domain: Professional Practice**

**Standard 4: Create and maintain supportive and safe learning environments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus** | **Highly Accomplished** | **Lead** | **Met at HA/L** | **Evidence** |
| Support student participation | 4.1.3 | Model effective practice and support colleagues in implementing inclusive strategies that engage and support all students | 4.1.4 | Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students |  | *Elements pillars**PLSPs**Workshops**Observations**Elements Manual* |
| Manage classroom activities | 4.2.3 | Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities | 4.2.4 | Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning |  | *Expectations, student induction**Observations* |
| Manage challenging behaviour | 4.3.3 | Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience | 4.3.4 | Lead and implement behaviour management initiatives to assist colleagues in broadening their range of strategies |  | *Behaviour management plans,**PLSPs – Actions and choices**Observations* |
| Maintain student safety | 4.4.3 | Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety. | 4.4.4 | Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements, and assist colleagues in updating their practices |  | *T&L programs – health and wellbeing**PLSPs- Actions and Choices**Induction – Expectations**School Policy* |
| Use ICT safely, responsibly and ethically | 4.5.3 | Model and support colleagues in developing strategies to promote the safe, responsible and ethical use of ICT in learning and teaching | 4.5.4 | Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching |  | *T&L Programs - 21st Century Learner**School policy**Observations* |

**Domain: Professional Practice**

**Standard 5: Assess, provide feedback and report on student learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus** | **Highly Accomplished** | **Lead** | **Met at HA/L** | **Evidence** |
| Assess student learning | 5.1.3 | Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues in evaluating the effectiveness of their approaches to assessment | 5.1.4 | Evaluate school assessment policies and strategies to support colleagues in using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies |  | *PLSP – assessment**T&L Plan – Assessment**Assessment tasks**School policy**Continuums* |
| Provide feedback to students on their learning | 5.2.3 | Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student’s current needs in order to progress learning | 5.2.4 | Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies |  | *PLSP – comments**Reports**Record of discussion**Observation**Work samples* |
| Make consistent and comparable judgements | 5.3.3 | Organise assessment moderation activities that support consistent and comparable judgements of student learning | 5.3.4 | Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements |  | *T&L Plan – assessments**PLSP – assessments**School policy* |
| Interpret student data | 5.4.3 | Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice | 5.4.4 | Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice |  | *Record of student assessment data**Audit results* |
| Report on student achievement | 5.5.3 | Work with colleagues to construct accurate, informative and timely reports to students and parents/ carers about student learning and achievement. | 5.5.4 | Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues |  | *Reports* |

**Domain: Professional Engagement**

**Standard 6: Engage in professional learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus** | **Highly Accomplished** | **Lead** | **Met at HA/L** | **Evidence** |
| Identify and plan professional learning needs | 6.1.3 | Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues in identifying and achieving personal development goals, and pre-service teachers in improving classroom practice | 6.1.4 | Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers |  | *Record of Professional Development**PDP**Elements Manual* |
| Engage in professional learning and improve practice | 6.2.3 | Plan for professional learning by accessing and critiquing relevant research, engage in high-quality targeted opportunities to improve practice, and offer quality placements for pre-service teachers where applicable | 6.2.4 | Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers |  | *Record of Professional Development**PDP**Observations* |
| Engage with colleagues and improve practice | 6.3.3 | Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students | 6.3.4 | Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students |  | *Observations**PDP* |
| Apply professional learning and improve student learning | 6.4.3 | Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs | 6.4.4 | Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning |  | *Record of Professional Development**T&L plan**Elements Framework**School Policy**Workshops* |

**Domain: Professional Engagement**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Focus** | **Highly Accomplished** | **Lead** | **Met at HA/L** | **Evidence** |
| Meet professional ethics and responsibilities | 7.1.3 | Maintain high ethical standards and support colleagues in interpreting codes of ethics and exercise sound judgement in all schools and community contexts | 7.1.4 | Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community |  | *Behaviour management plans* *school policy* |
| Comply with legislative, administrative and organisational requirements | 7.2.3 | Support colleagues in reviewing and interpreting legislative, administrative and organisational requirements, policies and processes | 7.2.4 | Initiate, develop and implement relevant policies and processes to support colleagues’ compliance with and understanding of existing and new legislative, administrative and organisational and professional responsibilities |  | *Elements Manual – policy chapter, incorporated in documentation* |
| Engage with the parents/carers | 7.3.3 | Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing | 7.3.4 | Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and the educational priorities of the school |  | *Communication – emails, letters, reports* |
| Engage with professional teaching networks and broader communities | 7.4.3 | Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning | 7.4.4 | Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities |  | *Record of professional Development**Meeting minutes* |

**Overview Grids**

Example overview grids are also provided for Highly Accomplished and Lead to demonstrate how evidence from the Elements can be used to meet the Australian Professional Standards for Teachers. At this level, **two pieces of evidence are required to meet each descriptor**, and **each piece of evidence should only support 2-4 descriptors**. As such, the following grids demonstrate a number of **potential options only**. Please find a blank grid for each level of accreditation on the CD provided with this manual.

Accreditation at **Highly Accomplished Evidence Mapping Grid** Australian Teaching Standards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Domains** | **Professional Knowledge** | **Professional Practice** | **Professional Engagement** |
|  | **Standards** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
|  | **Standard Descriptors** | **1.1.3** | **1.2.3** | **1.3.3** | **1.4.3** | **1.5.3** | **1.6.3** | **2.1.3** | **2.2.3** | **2.3.3** | **2.4.3** | **2.5.3** | **2.6.3** | **3.1.3** | **3.2.3** | **3.3.3** | **3.4.3** | **3.5.3** | **3.6.3** | **3.7.3** | **4.1.3** | **4.2.3** | **4.3.3** | **4.4.3** | **4.5.3** | **5.1.3** | **5.2.3** | **5.3.3** | **5.4.3** | **5.5.3** | **6.1.3** | **6.2.3** | **6.3.3** | **6.4.3** | **7.1.3** | **7.2.3** | **7.3.3** | **7.4.3** |
| **Evidence** | Personalised Learning and Support Plan (PLSP) | **X** | **X** |  |  | **X** | **X** |  |  |  |  | **X** | **X** | **X** |  |  |  |  |  |  | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |  |  |  |  | **X** | **X** |  |  |  |
| Research Reflection Sheet |  | **X** |  |  |  |  |  |  |  |  | **X** | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teaching and Learning Plans |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |
| School Policies |  |  | **X** |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  |  |  | **X** | **X** | **X** |  |  |
| Elements Manual |  |  | **X** |  |  | **X** | **X** | **X** | **X** |  |  |  |  | **X** | **X** | **X** | **X** |  |  | **X** |  |  |  |  |  |  |  |  |  | **X** |  |  | **X** | **X** | **X** |  |  |
| Meeting Minutes |  |  |  | **X** |  |  | **X** | **X** |  | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** |
| Delivered Workshops  |  |  |  |  |  |  | **X** | **X** | **X** |  | **X** | **X** |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
| Reports  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  | **X** |  | **X** |  |  |  |  |  |  | **X** |  | **X** | **X** |  |  |  |  |  |  | **X** |  |
| Professional Development Plan (PDP) |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |  |  |  | **X** |
| Observations  | **X** |  | **X** |  |  |  |  |  | **X** | **X** |  |  | **X** |  |  |  | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  | **X** |  |  |  |  | **X** | **X** |  |  |  |  |  |
| Induction Package |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Accreditation at **Lead Evidence Mapping Grid** Australian Teaching Standards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Domains** | **Professional Knowledge** | **Professional Practice** | **Professional Engagement** |
|  | **Standards** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
|  | **Standard Descriptors** | **1.1.4** | **1.2.4** | **1.3.4** | **1.4.4** | **1.5.4** | **1.6.4** | **2.1.4** | **2.2.4** | **2.3.4** | **2.4.4** | **2.5.4** | **2.6.4** | **3.1.4** | **3.2.4** | **3.3.4** | **3.4.4** | **3.5.4** | **3.6.4** | **3.7.4** | **4.1.4** | **4.2.4** | **4.3.4** | **4.4.4** | **4.5.4** | **5.1.4** | **5.2.4** | **5.3.4** | **5.4.4** | **5.5.4** | **6.1.4** | **6.2.4** | **6.3.4** | **6.4.4** | **7.1.4** | **7.2.4** | **7.3.4** | **7.4.4** |
| **Evidence** | Personalised Learning and Support Plan (PLSP) | **X** | **X** |  |  | **X** | **X** |  |  |  |  | **X** | **X** | **X** |  |  |  |  |  |  | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |  |  |  |  | **X** | **X** |  |  |  |
| Research Reflection Sheet |  | **X** |  |  |  |  |  |  |  |  | **X** | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teaching and Learning Plans |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |
| School Policies |  |  | **X** |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** |  | **X** |  |  |  |  |  | **X** | **X** | **X** |  |  |
| Elements Manual |  |  | **X** |  |  | **X** | **X** | **X** | **X** |  |  |  |  | **X** | **X** | **X** | **X** |  |  | **X** |  |  |  |  |  |  |  |  |  | **X** |  |  | **X** | **X** | **X** |  |  |
| Meeting Minutes |  |  |  | **X** |  |  | **X** | **X** |  | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** |
| Delivered Workshops  |  |  |  |  |  |  | **X** | **X** | **X** |  | **X** | **X** |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
| Reports  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  | **X** |  | **X** |  |  |  |  |  |  | **X** |  | **X** | **X** |  |  |  |  |  |  | **X** |  |
| Professional Development Plan (PDP) |  |  |  |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** |  |  |  | **X** |
| Observations  | **X** |  | **X** |  |  |  |  |  | **X** | **X** |  |  | **X** |  |  |  | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  | **X** |  |  |  |  | **X** | **X** |  |  |  |  |  |
| Induction Package |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Teacher observations and the Elements**

*“To acquire knowledge, one must study;*

*but to acquire wisdom, one must observe.”*

― Marilyn Vos Savant

The Elements of Learning and Achievement needs to be implemented within all levels of the school community. The teacher observation will allow staff to reflect how the Elements are being incorporated within lessons to support student outcomes, gain new perspectives and ideas for their practice and continually improve their teaching. A colleague, being the observer, will then provide feedback, future directions, and suggestions to reflect on. This will allow the teacher to develop practices that can be investigated or incorporated, and consolidate both teacher professional practice and student outcomes. These observations will also assist teachers by providing them with evidence for accreditation practices.

An example template for lesson observations, and an example of an observation have been provided on the following pages.

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**Teacher Observation**

|  |  |  |
| --- | --- | --- |
| **Teacher:** | **Observer:**Lesson being observed and applicable Elements Symbol | **Date:**Choose one of two descriptors from the Australian Professional Standards for Teachers (BOSTES, 2011) |
| **Lesson Title & Targeted Elements Areas** |  |
| **Linked to Professional Standard** |  |
| **Observation Focus** | Chosen by the person being observedPoints discussed, and lesson overview before the observation takes place |
| **Pre-Discussion** |  |
| **Elements Observed During Lesson** | **F:\Mock ups\Square elements\Literacy.jpg** | **F:\Mock ups\Square elements\Numeracy.jpg** |  |  |  |  |  |
| **Observations** | *What the teacher did / said:*Tick Elements observed during observation. This will collect data and identify the Elements that have been embedded across the school*What the students did / said:*Record of classroom interactionsRecord only what is observable, no judgements |
| **Teacher Comment** | How did the teacher being observed think this lesson went? |
| **Feedback** | What feedback was given after the observation was complete |
| **Future Directions** | Where will the teacher being observed be headed next? This section is completed with discussion between the observer and teacher being observed |

**Example Teacher Observation**





**Teacher Observation**

Teacher: EXAMPLE

|  |  |
| --- | --- |
| **Observer** | 1. P.
 |
| **Lesson Date** |  |
| **Lesson Title& Elements Areas** |  | Maths Relay. Using the basic operations to solve a variety of structured problems. |
| **Relevant Professional Standard** | Standard Three: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING  |
| **Observation Focus** | 3.1.2 – Set explicit, challenging and achievable learning goals for all students. |
| **Observations** | * During the introductory stage of the lesson students were familiarised with a points system which enabled them to gain rewards for reaching a certain level of points. The layout of the various workstations was highlighted and students were questioned to confirm that they understood the various tasks and the points reward system.
* The students were given the option to work individually or in groups. Paul moved around to each station and provided encouragement, advice and hints. As a task was solved Paul awarded points and advised students as to their progress towards rewards.
* To conclude the lesson, Paul provided feedback and explanations for difficult or unsolved tasks and then rewarded students with the incentives they had reached.
 |
| **Feedback** | * Excellent planning and preparation as work stations and materials were set out ready for the start of the lesson.
* Instructions were clear and questioning ascertained that students understood tasks and their rewards relationships.
* Students were obviously motivated by the nature of the rewards based activities and were eager to succeed.
* Feedback and reinforcement were used appropriately throughout the lesson.
* Students were able to achieve to a high degree as skill levels had been accounted for in lesson preparation.
 |
| **Future Directions** | * Collaborate with Slattery Faculty staff to incorporate explicit and challenging goals across a variety of KLA’s.
 |
| **Teacher Comment** | * Work stations for different problems worked well and reduced confusion amongst students.
* Allowing for group and individual work let some students work at their own pace which they enjoyed. It also let students build up their confidence and share their answers happily without fear of failure/ridicule.
* Point system was very successful and a great motivator.
 |

**Recording Professional Development**

Professional development can be recorded on My PL@Edu, which is located under the My Applications TAB in the DoE Portal (DoE, 2014).

The following information was taken from the Department of Education Intranet (DoE, 2014).

My PL@Edu is a professional learning management system that:

* enables the registration process for professional learning courses and programs in the Department
* enables staff to search professional learning events using keywords, principals networks/directorate, professional teaching standards, learning area, student stage, subject and venues
* manages the online enrolment process
* enables principals, principals networks and directorate staff to access registered and locally developed professional learning course materials
* enables principals to schedule and manage professional learning within their school
* enables principals to maintain an accurate record of staff participation in professional learning
* creates a permanent record of professional learning for all DEC staff
* enables teachers, principals and school education directors to track the professional teaching standards achieved for teachers maintaining accreditation with Board of Studies, Teaching & Educational Standards (BOSTES)
* transfers required data for Institute registered courses to BOSTES.

The following template and example can be used to track your professional development in relation to the Elements of Learning and Achievement, as well as the Australian Professional Standards for Teachers (BOSTES, 2011). It also can be used as a good reflection tool for your professional development opportunities as there is space to record how the learning can be applied to your classroom or school setting.

|  |
| --- |
| **Professional Learning Plan – Professional Development****Links to Standard 6** |
| **Elements** | **Professional Learning** | **Date** | **Duration** | **Location** | **Lead by** | **Key Ideas** | **Signed****(Principal)** | **Link to Standards** |
| **Proficient** | **Highly Accomplished / Lead** |
| Title of the PD |  |  |  |  | Who ran the PD? | What were the key aspects of the professional development?How can you use this PD at your school? | Signed off and dated by current principal | Standards used from the Australian Professional Standards for Teachers (BOSTES, 2011)  |  |
| Add aspects of the Elements Framework here |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Example Professional Learning Plan – Professional Development****Links to Standard 6** |
| **Elements** | **Professional Learning** | **Date** | **Duration** | **Location** | **Lead by** | **Key Ideas** | **Link to Standards** |
| **Proficient** | **Highly Accomplished** |
| Health and Wellbeing  | First aid – CPR & anaphylaxis | 27/1/15 | 2 hours | Dorchester | Bob Smith | * Register for a USI
* Practical practice of CPR & using epi-pens.
 | 6.2.2 | 6.3.3 |
| Health and Wellbeing  | Child Protection Update 2015 | 18/3/15 | 2.34 hours | Dorchester | James Dean | * Updated on Child Protection Policy and discussed example case studies
 | 4.4.2 | 4.4.3 |
| Quality Teaching and Learning | Continuum development – Numeracy Continuum | 19/3/15 | 3 hours | Verona School | Dylan Jonas | * Unpacking the numeracy continuum
* [http://numeracycontinuum.com/aspects-of-the-continuum/aspect2](https://staffowa.det.nsw.edu.au/owa/redir.aspx?C=Pkn-STpL3kmHpdM1Q9hF3Q_Y8fWSgtJIGHiVqkUToaP18bLhI5W6DNGBP70NmzxFxfEXDNZVZFE.&URL=http%3a%2f%2fnumeracycontinuum.com%2faspects-of-the-continuum%2faspect2)
* Discussing what signs students demonstrate at each level
 | 2.3.2, 2.5.2 | 2.3.3, 2.5.3 |
| Global Citizen | The Next Mission | 13/7/15 | 1 day (5 hours) | Liverpool Catholic Club | Melinda Tankard Reist | * The sexualised world of the 21st century adolescent: a media and pop culture tour
* ¼ people aged 16-24 have a mental disorder
 | 4.4.2, 4.5.2, 6.2.2 | 4.4.3, 4.5.3 |
| Actions & Choices | Cathy Little | * Suspension and the long term impact for disengaged students
* Strategies for returning to school after a suspension
 | 4.1.2, 4.3.2, 4.4.2 | 4.1.3, 4.3.3, 4.4.3 |
| Health and Wellbeing | Emma Grey | * 7 Types of Busy
* Strategies for developing a work-life balance
 |  |  |

**References**

AITSL, Australian Institute for Teaching and School Leadership (2011) Australian Professional Standard for Principals

AITSL, Australian Institute for Teaching and School Leadership (2014) Australian Professional Standard for Principals and the Leadership Profiles

BOSTES, Board of Studies Teaching and Educational Standards NSW (2011) Australian Professional Standards for Teachers

DoE, Department of Education, NSW Government (2014) My PL@Edu. Accessed 10/12/15 via: https://detwww.det.nsw.edu.au/lists/directoratesaz/ppandr/mypl/