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

*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**

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| **Focus** | **Highly Accomplished** | **Met**  | **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 |  | *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. |  | *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 |  | *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 |  | *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 |  | *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 |  | *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**

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| **Focus** | **Highly Accomplished** | **Met**  | **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 |  | *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 |  | *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 |  | *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 |  | *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 |  | *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 |  | *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** | **Met** | **Evidence** |
| Establish challenging learning goals | 3.1.3 | Develop a culture of high expectations for all students by modelling and setting challenging learning goals |  | *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 |  | *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 |  | *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 |  | *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 |  | *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 |  | *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 |  | *Communicating the Elements (reports, letters, etc)* |

**Domain: Professional Practice**

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

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| **Focus** | **Highly Accomplished** | **Met**  | **Evidence** |
| Support student participation | 4.1.3 | Model effective practice and support colleagues in implementing inclusive strategies that 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 |  | *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 |  | *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. |  | *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 |  | *T&L Programs - 21st Century Learner**School policy**Observations* |

**Domain: Professional Practice**

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

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| **Focus** | **Highly Accomplished** | **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 |  | *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 |  | *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 |  | *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 |  | *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. |  | *Reports* |

**Domain: Professional Engagement**

**Standard 6: Engage in professional learning**

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| **Focus** | **Highly Accomplished** | **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 |  | *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 |  | *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 |  | *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 |  | *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**

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| **Focus** | **Highly Accomplished** | **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 |  | *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 |  | *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 |  | *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 |  | *Record of professional Development**Meeting minutes* |