**Teacher Self-Reflection Tool – Proficient**

**Domain: Professional Knowledge**

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

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| **Focus** | **Proficient** | **Met** | **Evidence** |
| Physical, social and intellectual development and characteristics of students | 1.1.2 | Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning |  | *Personalised Learning and Support Plan, focus on Health and Wellbeing.* |
| Understand how students learn | 1.2.2 | Demonstrate knowledge and understanding of research into how students learn and the implications of teaching |  | *PLSP, teaching and learning plans* |
| Students with diverse linguistic, cultural, linguistic, cultural, religious and socio-economic backgrounds | 1.3.2 | Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds. |  | *Teaching and learning plans* |
| Strategies for teaching Aboriginal and Torres Strait Islander Students | 1.4.2 | 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 |  | *T&L Plan – focus on the 8 Ways* |
| Differentiate teaching to meet the specific learning needs of students across the full range of abilities | 1.5.2 | Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities |  | *T&L Plan – focus on special adjustments,**PLSPs* |
| Strategies to support full participation of students with disability | 1.6.2 | Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements |  | *T&L Plan – focus on special adjustments,**PLSPs* |

**Domain: Professional Knowledge**

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

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| **Focus** | **Proficient** | **Met** | **Evidence** |
| Content and teaching strategies of the teaching area | 2.1.2 | Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities |  | *T&L Plan – lesson sequence* |
| Content selection and organisation | 2.2.2 | Organise content into coherent, well-sequenced learning and teaching programs |  | *T&L Plan – lesson sequence**Work samples* |
| Curriculum, assessment and reporting | 2.3.2 | Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements |  | *T&L Plan – assessment,**Work samples**School reports* |
| Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians | 2.4.2 | Provide 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* |
| Literacy and numeracy strategies | 2.5.2 | Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement |  | *T&L Plan – continuums, Literacy and Numeracy Elements**PLSPs**Work samples* |
| Information and communication technology (ICT) | 2.6.2 | Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful |  | *T&L Plan – 21st Century Learner**PLSP – 21st Century Learner* |

**Domain: Professional Practice**

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

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| **Focus** | **Proficient** | **Met** | **Evidence** |
| Establish challenging learning goals | 3.1.2 | Set explicit, challenging and achievable learning goals for all students |  | *PLSPs – goals* |
| Plan, structure and sequence learning programs | 3.2.2 | Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning |  | *T&L Plans – lesson structure* |
| Use teaching strategies  | 3.3.2 | Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking |  | *T&L plan* |
| Select and use resources | 3.4.2 | Select and/or create and use a range of resources, including ICT, to engage students in their learning |  | *T&L Plan – resources**Created Resources for the ElementsWork samples* |
| Use effective classroom communication | 3.5.2 | Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement |  | *Elements Pillars – building a common language**Work samples - feedback* |
| Evaluate and improve teaching programs | 3.6.2 | Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning |  | *T&L Program - Evaluation**Observations* |
| Engage parents/ carers in the educative process | 3.7.2 | Plan for appropriate an 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** | **Proficient** | **Met** | **Evidence** |
| Support student participation | 4.1.2 | Establish and implement inclusive and positive interactions to engage and support all students in classroom activities |  | *Elements pillars**Student induction* |
| Manage classroom activities | 4.2.2 | Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks |  | *Expectations, student induction* |
| Manage challenging behaviour | 4.3.2 | Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully |  | *Behaviour management plans,**PLSPs – Actions and choices* |
| Maintain student safety | 4.4.2 | Ensure students’ wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements |  | *T&L programs – health and wellbeing**PLSPs- Actions and Choices**Induction - Expectations* |
| Use ICT safely, responsibly and ethically | 4.5.2 | Incorporate strategies to promote the safe, responsible  |  | *T&L Programs - 21st Century Learner* |

**Domain: Professional Practice**

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

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| **Focus** | **Proficient** | **Met** | **Evidence** |
| Assess student learning | 5.1.2 | Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning |  | *PLSP – assessment**T&L Plan - Assessment* |
| Provide feedback to students on their learning | 5.2.2 | Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals |  | *PLSP – comments**Reports**Work samples* |
| Make consistent and comparable judgements | 5.3.2 | Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning |  | *T&L Plan – assessments**PLSP – assessments* |
| Interpret student data | 5.4.2 | Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice |  | *PLSP**Record of student assessment results* |
| Report on student achievement | 5.5.2 | Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records |  | *Reports**Record of student assessment results**Work samples - feedback* |

**Domain: Professional Engagement**

**Standard 6: Engage in professional learning**

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| **Focus** | **Proficient** | **Met** | **Evidence** |
| Identify and plan professional learning needs | 6.1.2 | Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs |  | *Record of Professional Development**Professional Development Plans (PDP)* |
| Engage in professional learning and improve practice | 6.2.2 | Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities |  | *Record of Professional Development**Professional Development Plans (PDP)* |
| Engage with colleagues and improve practice | 6.3.2 | Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice |  | *Observations* |
| Apply professional learning and improve student learning | 6.4.2 | Undertake professional learning programs designed to address identified student learning needs |  | *Record of Professional Development**Professional Development Plans (PDP)**T&L plan**Elements Framework* |

**Domain: Professional Engagement**

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

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| **Focus** | **Proficient** | **Met**  | **Evidence** |
| Meet professional ethics and responsibilities | 7.1.2 | Meet codes of ethics and conduct established by regulatory authorities, systems and schools  |  | *Behaviour management plans**Professional Development Plans (PDP)**school policy* |
| Comply with legislative, administrative and organisational requirements | 7.2.2 | Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes |  | *Elements Manual – policy chapter, incorporated in documentation Professional Development Plans (PDP)* |
| Engage with the parents/carers | 7.3.2 | Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing |  | *Communication – emails, letters, reports* |
| Engage with professional teaching networks and broader communities | 7.4.2 | Participate in professional and community networks and forums to broaden knowledge and improve practice |  | *Record of professional Development**Meeting minutes* |