

## Summary Record of Evidence

This document is available to all teachers transitioning from Provisional to (full) Registration. The Record should provide a BRIEF statement to illustrate how this evidence demonstrates your practice at the [Proficient Level of the Australian Professional Standards for Teachers](#). This should specifically address the connection between your evidence and this level of the APST.

Early Childhood Teachers working at a site where the Director does not hold (full) Registration should submit a completed Summary Record of Evidence along with the application form. See [here for more details](#).

All other teachers may be selected for audit at which time this Record will be required. However, it **does not need to be submitted as part of the transition process**. You are encouraged to complete this with your evaluator at the time of transition and retain in your personal records.

Please **do not** submit your portfolio of evidence unless specifically asked to do so.

Examples are provided below to illustrate the type and depth of evidence required. The coloured text is to help you see the link between proficient descriptor, the evidence and the annotation by the teacher. Note that one piece of evidence may be used to address multiples of the descriptors, and can be copied as appropriate.

Standard	Evidence	How this evidence meets the APST at Proficient level
5.3 Make consistent and comparable judgements  <b>Proficient</b> Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Moderation meeting	Moderation meetings are held with all HASS staff once a term. We did a sample moderation of each others' grading, and looked at particular students who were getting divergent grades in different subjects. We then met to discuss teaching and assessment strategies to improve student learning.  (note: would also meet 6.3)
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students  <b>Proficient</b> 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.	Year 9 lesson plan, algebra	This lesson plan was designed to engage Aboriginal and Torres Strait Islander students with the uses and links of algebra in Aboriginal history and culture. It was based on professional development on engaging Aboriginal students with mathematics using concepts of history and identity.
3.1 Establish challenging learning goals  <b>Proficient</b> Set explicit, challenging and achievable learning goals for all students.	Observation list with learning goals	Each week I create an observation list with names and goals for the all the children. I ensure the learning goals for children, along with the planned learning experiences are challenging but achievable for the children. Goals are explicit and linked to the EYLF. I adjust the learning goals regularly through reflection, communicating with parents and working with other educators.

Name: \_\_\_\_\_ Registration Number: \_\_\_\_\_ School/Site: \_\_\_\_\_

Professional Knowledge (Standards 1 and 2)		
Standard 1: Know students and how they learn		
Focus Area	Evidence	How this evidence meets the APST at Proficient level
<p><b>1.1</b> <b>Physical, social and intellectual development and characteristics of students</b></p> <p><b>Graduate</b> Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p><b>Proficient</b> Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p>		
<p><b>1.2</b> <b>Understand how students learn</b></p> <p><b>Graduate</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p><b>Proficient</b> Structure teaching programs using research and collegial advice about how students learn</p>		

## Professional Knowledge (Standards 1 and 2)

### 1.3

**Students with diverse linguistic, cultural, religious and socioeconomic backgrounds**

#### Graduate

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

#### Proficient

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

### 1.4

**Strategies for teaching Aboriginal and Torres Strait Islander students**

#### Graduate

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

#### Proficient

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.

## Professional Knowledge (Standards 1 and 2)

### 1.5

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

#### Graduate

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

#### Proficient

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

### 1.6

**Strategies to support full participation of students with disability**

#### Graduate

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

#### Proficient

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

**Professional Knowledge (Standards 1 and 2)**

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

Focus Area	Evidence	How this evidence meets the APST at Proficient level
<p><b>2.1</b> <b>Content and teaching strategies of the teaching area</b></p> <p><b>Graduate</b> Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p><b>Proficient</b> Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</p>		
<p><b>2.2</b> <b>Content selection and organisation</b></p> <p><b>Graduate</b> Organise content into an effective learning and teaching sequence.</p> <p><b>Proficient</b> Organise content into coherent, well-sequenced learning and teaching programs.</p>		
<p><b>2.3</b> <b>Curriculum, assessment and reporting</b></p> <p><b>Graduate</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p><b>Proficient</b> Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p>		

## Professional Knowledge (Standards 1 and 2)

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

#### **Graduate**

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

#### **Proficient**

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

### **2.5 Literacy and numeracy strategies**

#### **Graduate**

Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

#### **Proficient**

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

### **2.6 Information and Communication Technology (ICT)**

#### **Graduate**

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

#### **Proficient**

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

**Professional Practice (Standards 3, 4 and 5)**

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

Focus Area	Evidence	How this evidence meets the APST at Proficient level
<p><b>3.1</b> <b>Establish challenging learning goals</b></p> <p><b>Graduate</b> Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p><b>Proficient</b> Set explicit, challenging and achievable learning goals for all students.</p>		
<p><b>3.2</b> <b>Plan, structure and sequence learning programs</b></p> <p><b>Graduate</b> Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p><b>Proficient</b> Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</p>		
<p><b>3.3</b> <b>Use teaching strategies</b></p> <p><b>Graduate</b> Include a range of teaching strategies.</p> <p><b>Proficient</b> Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p>		

**Professional Practice (Standards 3, 4 and 5)**

<p><b>3.4</b> <b>Select and use resources</b></p> <p><b>Graduate</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p><b>Proficient</b> Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>		
<p><b>3.5</b> <b>Use effective classroom communication</b></p> <p><b>Graduate</b> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p><b>Proficient</b> Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>		
<p><b>3.6</b> <b>Evaluate and improve teaching programs</b></p> <p><b>Graduate</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p><b>Proficient</b> Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p>		



**Professional Practice (Standards 3, 4 and 5)**

**3.7  
Engage parents/carers in the educative process**

**Graduate**

Describe a broad range of strategies for involving parents/carers in the educative process.

**Proficient**

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

**Professional Practice (Standards 3, 4 and 5)**

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

**Focus Area**

**Evidence**

**How this evidence meets the APST at Proficient level**

**4.1  
Support student participation**

**Graduate**

Identify strategies to support inclusive student participation and engagement in classroom activities.

**Proficient**

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

## Professional Practice (Standards 3, 4 and 5)

<p><b>4.2</b> <b>Manage classroom activities</b></p> <p><b>Graduate</b> Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <p><b>Proficient</b> Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p>		
<p><b>4.3</b> <b>Manage challenging behaviour</b></p> <p><b>Graduate</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> <p><b>Proficient</b> Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</p>		
<p><b>4.4.</b> <b>Maintain student safety</b></p> <p><b>Graduate</b> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p> <p><b>Proficient</b> Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.</p>		

**Professional Practice (Standards 3, 4 and 5)**

**4.5**  
**Use ICT safely, responsibly and ethically**

**Graduate**  
 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

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

**Professional Practice (Standards 3, 4 and 5)**

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

Focus Area	Evidence	How this evidence meets the APST at Proficient level
<p><b>5.1</b>  <b>Assess student learning</b></p> <p><b>Graduate</b>            Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p><b>Proficient</b>            Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p>	<p></p>	<p></p>

## Professional Practice (Standards 3, 4 and 5)

### 5.2

#### Provide feedback to students on their learning

##### Graduate

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

##### Proficient

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

### 5.3

#### Make consistent and comparable judgements

##### Graduate

Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

##### Proficient

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

### 5.4

#### Interpret student data

##### Graduate

Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

##### Proficient

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

## Professional Practice (Standards 3, 4 and 5)

### 5.5

#### Report on student achievement

##### Graduate

Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

##### Proficient

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

## Professional Engagement (Standards 6 and 7)

### Standard 6: Engage in professional learning

#### Focus Area

#### Evidence

#### How this evidence meets the APST at Proficient level

### 6.1

#### Identify and plan professional learning needs

##### Graduate

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

##### Proficient

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

## Professional Engagement (Standards 6 and 7)

<p><b>6.2</b> <b>Engage in professional learning and improve practice</b></p> <p><b>Graduate</b> Understand the relevant and appropriate sources of professional learning for teachers.</p> <p><b>Proficient</b> Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p>		
<p><b>6.3</b> <b>Engage with colleagues and improve practice</b></p> <p><b>Graduate</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> <p><b>Proficient</b> Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>		
<p><b>6.4</b> <b>Apply professional learning and improve student learning</b></p> <p><b>Graduate</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p> <p><b>Proficient</b> Undertake professional learning programs designed to address identified student learning needs.</p>		

## Professional Engagement (Standards 6 and 7)

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

Focus Area	Evidence	How this evidence meets the APST at Proficient level
<p><b>7.1</b> <b>Meet professional ethics and responsibilities</b></p> <p><b>Graduate</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <p><b>Proficient</b> Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</p>		
<p><b>7.2</b> <b>Comply with legislative, administrative and organisational requirements</b></p> <p><b>Graduate</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p> <p><b>Proficient</b> Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>		
<p><b>7.3</b> <b>Engage with the parents/carers</b></p> <p><b>Graduate</b> Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p> <p><b>Proficient</b> Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.</p>		

## Professional Engagement (Standards 6 and 7)

### 7.4

#### Engage with professional teaching networks and broader communities

##### Graduate

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

##### Proficient

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

Explain the process used to share this evidence with your evaluator. Include the context of your teaching and your cohort during the evaluation period (i.e the year taught, if you were a Temporary Relief Teacher, subject expert etc.)

e.g. professional observations, collaborations with colleagues, performance and development processes, lesson observations

I declare that the above is a true and correct summary record of the sources of evidence I used to substantiate meeting each of the Australian Professional Standards for teachers at the Proficient career stage for the purpose of applying to transition from Provisional to (full) Registration.

**Signed:**

**Date:**