



Proficient Teacher Evidence Guide

Early Childhood Teachers



NSW Education Standards Authority

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Standard Descriptor



Standard Focus

Note: Requires Adobe Reader for full interactive experience

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Introduction

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Australian Professional Standards for Teachers

The *Australian Professional Standards for Teachers* (the Standards) are a public statement of what constitutes quality teaching. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century early childhood services and schools that result in improved educational outcomes for students.

The Standards provide a framework that describes the knowledge, practice and professional engagement required at stages across teachers' careers. They present a common understanding and language for discourse between teachers, employers, teacher educators, teacher organisations, professional associations and the public.



Accreditation in NSW

In NSW, accreditation is the structured process through which teachers are recognised as meeting the *Australian Professional Standards for Teachers*. Accreditation ensures the integrity and accountability of the profession. It also recognises the significance of teaching as a profession, and the position of trust and responsibility that teachers have within society.

There are two mandatory levels of accreditation: Graduate Teacher and Proficient Teacher. There are also two voluntary levels of accreditation: Highly Accomplished and Lead Teacher. Highly Accomplished and Lead Teacher levels of accreditation may be undertaken by experienced teachers.

Being fully qualified to teach by graduating from an approved teacher education program recognises that a teacher has met the Standards at Graduate Teacher, the first career stage, and is fully qualified to teach in NSW. Teachers who are fully qualified graduates must be provisionally accredited before they can begin teaching in NSW. Teachers who have not fully completed their teaching qualification can be conditionally accredited, subject to successful completion of their qualification within a defined period of time.¹

The second stage of a teacher's career is recognised when they demonstrate their achievement of the Standards at Proficient Teacher.

1. Conditional accreditation is granted when a teacher seeks employment in NSW prior to completing their initial teacher education degree/program. More information is available on [the NESA website](#).



The process of becoming accredited at Proficient Teacher

Provisional or conditional accreditation is a period of time provided to enable teachers to establish themselves in their teaching career by developing their practice sufficiently to demonstrate the standards at Proficient Teacher.² It requires a process of structured learning or induction, with mentor or supervisor guidance and feedback. The emphasis on professional growth and learning provides an opportunity to build expertise and confidence and encourage the profession (those undertaking accreditation and those who mentor or supervise) to think constructively about teaching and learning.

For teachers to achieve accreditation they will need to demonstrate that they meet all Standard Descriptors for Proficient Teacher across the seven Standards of the Australian Professional Standards for Teachers. They will need to demonstrate they can apply and integrate the knowledge and skills that underpin each Standard Descriptor.

2. More detailed advice is available in Information for Teachers Progressing to Proficient Teacher, available on [the NESA website](#).



The purpose of the Evidence Guide

This Evidence Guide for early childhood teachers provides information about the kinds of evidence that can demonstrate the Proficient Teacher Standards.

It is intended to assist early childhood teachers to feel confident in using and interpreting the Standards by building a more consistent understanding of the practical application of the Standards. The guide also provides information about the ways in which teachers may compile and annotate the evidence that will support a decision about their accreditation.

The Standard Descriptors for each of the Standards have been amended to use terminology that reflects early childhood teaching practice.

The screenshot shows the 'Know students and how they learn' section of the Evidence Guide. The interface includes a navigation bar with tabs for 'contents', 'introduction', and standards 1 through 7. A red circle highlights the 'Standard Descriptor using terminology for application in early childhood settings' and the 'Australian Professional Standards for Teachers' section. A red arrow points from the text box on the left to the highlighted area.

Standard Descriptor using terminology for application in early childhood settings:

1.1.2 Standard Descriptor

Use teaching strategies based on knowledge of children's physical, social and intellectual development and characteristics to improve child learning.

Australian Professional Standards for Teachers:

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

FOCUS Physical, social and intellectual development and characteristics of students.

Evidence of teacher practice in an early childhood setting

- Records of children's learning and development including both formative and summative assessment that reflect the five learning outcomes of the EYLF.
- Plans for learning and play experiences that respond to children's diverse learning abilities.
- Plans for learning and play incorporating teaching strategies, principles and practices that specifically address an individual child's learning interests and abilities.
- Records of learning and development that show an individual child's learning journey.
- Plans for learning and play that include learning opportunities in routines and transitions.
- A cycle of planning that reflects links between what is observed about children's learning and development. This would include analysis based on observations, planning to support learning and development, and evaluation of these plans. Further assessment and follow up that continues the cycle for each child would be evident.
- Critically reflective notes that inform future planning.
- Analysis of the effectiveness of teaching decisions, strategies and approaches to care routines.
- Critical reflection that demonstrates that a variety of teaching strategies are engaged and adaptations are made to enhance children's learning in all domains.

Evidence for Accreditation

Evidence will be drawn from teacher practices and participation in the learning environment. The evidence should cover the broad scope of teacher knowledge, practice and engagement.

To finalise accreditation, teachers must then select a sample of the evidence from all Proficient Teacher Standards.

Selecting evidence for the sample

Evidence should verify a teacher's achievement across the seven Standards.

Evidence will:

- be drawn directly from the teacher's work
- be derived from a range of sources and must include:
 - evidence of children's learning
 - observation of the teacher's practice
- show the impact of the teacher's practice on children's learning.

A single piece of evidence can be used to address more than one Standard Descriptor, within or across the Standards. One quality item of sufficient depth and complexity could provide evidence for a range of descriptors.

For example, excerpts from a plan for learning and play may demonstrate how the teacher:

- promotes language, literacy and numeracy skills ([Descriptor 2.5.2](#))
- includes evidence of collaborative teaching ([Descriptor 6.3.2](#))
- makes links to the EYLF learning outcomes ([Descriptor 2.3.2](#))
- utilises ICTs to enhance learning ([Descriptor 2.6.2](#))

Likewise, a teacher reflection may show:

- evaluation of effectiveness of resources ([Descriptor 3.4.2](#))
- approaches to organising routines as learning experiences ([Descriptor 4.2.2](#))
- feedback from mentors/supervisors ([Descriptor 6.3.2](#))
- engagement with families ([Descriptor 3.7.2](#))

Evidence for Accreditation

When selecting evidence teachers should:

1. Work from their usual teaching context and draw on documents, observational notes, reflections and resources that have been used in their practice.
2. Reference a selection of 2 – 4 Standard Descriptors against each piece of evidence.
3. Avoid duplication or repetition of evidence.
4. Use evidence that comes from a variety of sources, for example:
 - records of children's learning
 - annotated examples of children's representations of their learning
 - plans for learning and play
 - observations of practice and professional conversations or collaborations with colleagues
 - child/family feedback
 - teacher critical reflections on and analysis of practice.
5. Consider how their teaching practice has made an impact on children's learning.

The points provided within the Evidence Guide are an indication of possible sources of evidence. Teachers do not need to provide evidence across all points in each Standard. They should select the most appropriate evidence for their teaching context. The examples of evidence highlight the range and type of evidence that could be used. These examples serve only as an illustration and are neither an exhaustive list nor an essential list of required evidence. They should not be viewed as a checklist or an attempt to summarise the complexity of teaching.

Evidence of children's learning should be supplied where applicable to a Standard Descriptor. Such evidence may include, for example, individual child records, annotated examples of children's representations of their learning, formative and summative assessment records, records of feedback, teacher reflection on children's learning and needs and communication with families.

Where records of children or families are supplied they should be appropriately de-identified before being submitted as evidence.

How much evidence?

Your evidence should reflect your achievement of each of the seven Standards by referencing a selection (2–4) of the Standard Descriptors for each Standard (NB: You do not need to provide documentary evidence for every Standard Descriptor).

You need to submit 5–8 pieces of annotated evidence.

One quality item can provide evidence for a range of descriptors, provided it conveys sufficient depth and complexity.

In order for your evidence to be credible it should:

- be drawn directly from your work
- come from a range of sources and include evidence of children's learning and observation of your teaching
- show impact on children's learning.

Your annotated evidence should be approximately 20 pages but no more than 35 single-sided pages. Each item of evidence can be up to 10MB.



Annotations

The purpose of each annotation is to explain how and why the selected evidence shows that your teaching practice meets the Standard Descriptors.

It will also demonstrate that you have the necessary understanding of practice that is described by the Standard Descriptors.

At a minimum, annotations should identify the 2-4 Standard Descriptors being accounted for, demonstrate how the evidence shows achievement of the Standard Descriptors and identify the impact on children's learning.

Annotations should

- provide the context for the evidence in order to situate the work such as; what, who, why or when
- identify and explain how the evidence meets the specific Standard Descriptors
- articulate the impact on children's learning relevant to the specific Standard Descriptor/s.

How much detail

The annotation should provide sufficient detail so that the evidence can be understood by others outside of the teacher's context.

Suggested headings for Annotations

(you may wish to copy and paste these headings into a word processing application to write your Annotation):

Evidence *(title of the item):*

Standard Descriptors addressed:

Context: Provide the context for the evidence in order to situate the work such as; what, who, why or when:

Explain how the evidence demonstrates the Standard Descriptor/s:

Standard 1

Know students and how they learn

1.1.2 Standard Descriptor

Physical, social and intellectual development and characteristics of students

1.2.2 Standard Descriptor

Understand how students learn

1.3.2 Standard Descriptor

Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.4.2 Standard Descriptor

Strategies for teaching Aboriginal and Torres Strait Islander students

1.5.2 Standard Descriptor

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

1.6.2 Standard Descriptor

Strategies to support full participation of students with disability



Know students and how they learn

Standard Descriptor using terminology for application in early childhood settings:

1.1.2 Standard Descriptor

Use teaching strategies based on knowledge of children's physical, social and intellectual development and characteristics to improve child learning.

.....

Australian Professional Standards for Teachers:

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



FOCUS

Physical, social and intellectual development and characteristics of students.

Evidence of teacher practice in an early childhood setting

- Records of children's learning and development including both formative and summative assessment that reflect the five learning outcomes of the EYLF.
- Plans for learning and play experiences that respond to children's diverse learning abilities.
- Plans for learning and play incorporating teaching strategies, principles and practices that specifically address an individual child's learning interests and abilities.
- Records of learning and development that show an individual child's learning journey.
- Plans for learning and play that include learning opportunities in routines and transitions.
- A cycle of planning that reflects links between what is observed about children's learning and development. This would include analysis based on observations, planning to support learning and development, and evaluation of these plans. Further assessment and follow up that continues the cycle for each child would be evident.
- Critically reflective notes that inform future planning.
- Analysis of the effectiveness of teaching decisions, strategies and approaches to care routines.
- Critical reflection that demonstrates that a variety of teaching strategies are engaged and adaptations are made to enhance children's learning in all domains.

Know students and how they learn

Standard Descriptor using terminology for application in early childhood settings:

1.2.2 Standard Descriptor

Structure teaching programs using research and collegial advice about how children learn.

Australian Professional Standards for Teachers:

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

 **FOCUS**

Understand how students learn.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that demonstrate a wide range of pedagogies drawing on the principles and practice of the EYLF.
- Plans for learning and play that reflect and demonstrate evidence of current research and theory about how children learn and develop.
- Meeting notes or minutes where the teacher has led reflective conversations about children's learning that have informed planning and evaluation of the program.
- Consultations with colleagues and other professionals in relation to children's learning and development.
- Consultation with families in relation to children's learning and development.
- Reading log showing engagement with current research and relevant literature.
- Participation in professional learning that focusses on children's learning and development.

Know students and how they learn

Standard Descriptor using terminology for application in early childhood settings:

1.3.2 Standard Descriptor

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

.....

Australian Professional Standards for Teachers:

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.



FOCUS

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

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that are responsive to the learning strengths and needs of children and take account of diversity including:
 - linguistic
 - cultural
 - religious
 - socioeconomic
 - gender
 - family structure.
- Information shared with colleagues regarding teaching and learning strategies that are responsive to the learning strengths and needs of all children.
- Demonstrated use of resources and provisions for play that are sensitive to and inclusive of diversity.
- Critical reflection relating to plans for learning and play that demonstrate sensitivity to and inclusion of diversity.
- Teaching decisions that intentionally reflect diversity and provoke interest, conversations and challenge stereotypes.
- Teacher's participation in professional learning to enhance their cultural competence and understanding of diversity.
- Communication with families to enhance understandings of the child's background.

Know students and how they learn

Standard Descriptor using terminology for application in early childhood settings:

1.4.2 Standard 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 children.

Australian Professional Standards for Teachers:

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.

FOCUS

Strategies for teaching Aboriginal and Torres Strait Islander students.

Evidence of teacher practice in an early childhood setting

- Consultation with and of having sought advice, assistance and guidance from persons such as colleagues, Elders, representatives or members of Aboriginal and Torres Strait communities and other relevant professionals.
- Participation in professional conversations and networks that enhance understandings of the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander children such as emails, conversations, file notes, participation in teaching blogs.
- Engagement in local Aboriginal and Torres Strait Islander community events that inform contextually relevant teaching.
- Plans for learning and play that reflect an engagement with the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander children.
- Plans for learning and play that recognize individual cultural learning styles when addressing barriers to children's learning and development and promote inclusion and high expectations for all children.
- Critical reflection on children's ways of being and knowing and family practices that are sensitive to Aboriginal and Torres Strait Islander children and communities.
- Teacher's participation in professional learning or reading to enhance understandings of the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander children.

Know students and how they learn

Standard Descriptor using terminology for application in early childhood settings:

1.5.2 Standard Descriptor

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

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Australian Professional Standards for Teachers:

Develop learning experiences including routines and transitions that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

FOCUS

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

Evidence of teacher practice in an early childhood setting

- Plans for learning and play reflecting strategies and resources that link to the outcomes of the EYLF and meet the individual needs and strengths of children across the full range of abilities.
- Intentional teaching decisions and care routines that respond to the specific learning and development needs of children across the full range of abilities.
- Learning experiences that support specific learning needs that have been developed as a result of collaborative planning or consultation with other professionals or specialist staff from relevant agencies, for example, speech therapists, occupational therapists and/or psychologists.
- Selection and critical reflection on the use of a variety of resources that address and support different learning needs.
- Collaborative planning with children including children's reflection of their own learning and input into the program.
- Input from families in developing learning experiences and assessment of children's learning.
- Plans for learning that include routines and transition times that respond to individual children's abilities, rhythms and sleep patterns.

Know students and how they learn

Standard Descriptor using terminology for application in early childhood settings:

1.6.2 Standard Descriptor

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

.....

Australian Professional Standards for Teachers:

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



FOCUS

Strategies to support full participation of students with disability.

Evidence of teacher practice in an early childhood setting

- Programs for learning and play that incorporate specific strategies to support the participation of children with a range of abilities in accordance with policy and legislative requirements.
- Individual learning plans developed for children with disability.
- Demonstrated use of appropriate resources and adaptive and assistive technologies to support participation and learning of individual children with disability.
- Notes of meetings with families, specialists, support teams and services that assist the design and implementation of play and learning programs.
- Evidence that the program reflects the legislation, setting's policy and best practice guidelines in relation to children with disabilities – e.g. critical reflection within the program/records of conversations with families, individual evaluation of children's learning.
- Evidence that teacher's participation in professional learning has enhanced understandings of inclusive practice.

Standard 2

Know the content and how to teach it

2.1.2 Standard Descriptor

Content and teaching strategies of the teaching area

2.2.2 Standard Descriptor

Content selection and organisation

2.3.2 Standard Descriptor

Curriculum, assessment and reporting

2.4.2 Standard Descriptor

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

2.5.2 Standard Descriptor

Literacy and numeracy strategies

2.6.2 Standard Descriptor

Information and Communication Technology (ICT)



Know the content and how to teach it

2.1.2 Standard Descriptor

Apply knowledge of the content and teaching strategies of the teaching area(s) to develop engaging teaching activities.

FOCUS

Content and teaching strategies of the teaching area.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that include a variety of teaching and learning strategies to scaffold and extend children's learning.
- Plans for learning and play where holistic learning across a range of content areas is evident.
- Plans for learning and play that contain specific reference to content such as language and literacy, mathematics, science concepts, creativity and the arts, physical activity.
- Integration of content knowledge and conceptual learning in play based experiences.
- Plans for learning and play that include resources designed to scaffold children's higher order thinking and problem solving.
- Critical reflection of teaching that demonstrates teacher knowledge of content and includes children's thoughts, questions and suggestions.
- Meeting notes demonstrating the teacher's contribution to collegial planning and preparation of content rich learning experiences.
- Evidence of extended investigations or projects where holistic learning across a range of content areas is evident.
- Plans for learning and play that extend thinking and problem solving with infants and toddlers.

Know the content and how to teach it

2.2.2 Standard Descriptor

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

FOCUS

Content selection and organisation.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that reflect the holistic nature of young children's learning and show how learning across all learning outcomes can occur simultaneously.
- Cycle of planning that shows intentional teaching decisions to support the progression of children's learning.
- Planning and resourcing that encourages children and teachers to develop connected experiences and build continuity of learning over a period of time – e.g. children can re-visit play later that day, at a later date or over a period of days or weeks without having to pack away and start fresh each time.
- Teacher research to support rich and meaningful curriculum content that is based on children's current knowledge, ideas, culture, abilities and interests.
- Meeting minutes or reflective notes that include analysis and critical reflection of the content of learning experiences including suggestions made by children.
- Plans for learning and play that contain specific reference to content such as language and literacy, mathematics, science concepts, creativity and the arts, physical activity that are designed to engage the children in holistic learning.
- Evidence of extended investigations or projects where holistic learning across a range of content areas is evident.
- Annotated examples of Pedagogical Documentation where progression of children's thinking and theorising is evident.
- Annotated examples of children's representations of their learning, individual child observations and assessments and other evidence that show what and how children are learning and developing.

Know the content and how to teach it

2.3.2 Standard Descriptor

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

FOCUS

Curriculum, assessment and reporting.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play demonstrate links between observation, planning and evaluation/assessment.
- Plans for learning and play that reflect the outcomes of the EYLF.
- Rich and meaningful curriculum content that is based on children's current knowledge, ideas, culture, abilities and interests.
- Teacher initiated curriculum content that introduces important new knowledge and/or skills for children.
- Critical reflection showing teaching decisions based on the cycle of planning.
- A range of observations and formative/summative assessments of children's learning are used as the basis for future planning.
- Communication with families regarding their child's development and learning to inform learning interests and curriculum decisions.
- Reflective notes or communication to families articulating the teacher's approaches to learning and their teaching philosophy.
- Analytic summaries or transition to school statements that provide an overview of children's learning and development for families.
- Teacher's participation in professional learning to deepen understanding of the planning cycle.

Know the content and how to teach it

Standard Descriptor using terminology for application in early childhood settings:

2.4.2 Standard Descriptor

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

.....

Australian Professional Standards for Teachers:

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

FOCUS

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

Evidence of teacher practice in an early childhood setting

- Consultation with and evidence of having sought advice, assistance and guidance from persons such as colleagues, Elders, representatives or members of Aboriginal and Torres Strait communities and other relevant professionals.
- Teacher's participation in professional learning aimed at enhancing cultural competence and deeper understandings of Aboriginal and Torres Strait Islander histories, cultures, languages and traditions.
- Plans for learning and play and/or excursions and incursions that aim to develop understanding of and respect for the inclusion of contemporary perspectives of Aboriginal and Torres Strait Islander cultures.
- Program reflections/records of learning where the aim of the experience was to develop the children's understanding of and respect for the histories, cultures, languages and/or traditions of Aboriginal and Torres Strait Islander peoples.
- Annotated examples of children's representations of their learning which show children's growing awareness of and engagement in experiences with Aboriginal and Torres Strait Islander perspectives.
- Teacher led discussion with colleagues designed to develop engagement and inclusion of Aboriginal and Torres Strait Islander perspectives in learning and play.
- Provision of materials for learning and play that sensitively reflect contemporary perspectives of Aboriginal and Torres Strait Islander cultures.
- Conversations with children and observance of significant Aboriginal and Torres Strait Islander traditions and events that draw children's attention to and awareness of reconciliation.
- Teacher participation or contribution to reconciliation events, professional learning or development of setting based Reconciliation Action Plans or statements.

Know the content and how to teach it

Standard Descriptor using terminology for application in early childhood settings:

2.5.2 Standard Descriptor

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

Australian Professional Standards for Teachers:

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

FOCUS

Literacy and numeracy strategies.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that encourage children to be effective communicators in a range of ways.
- Plans for learning and play that reflect diverse abilities and are inclusive of all communication styles – e.g. Signing, visual aids, non-verbal communication, braille.
- Plans for learning and play that promote maintenance of children's home languages.
- Plans for learning and play that include experiences with everyday numeracy use and expose children to relevant mathematical vocabulary and concepts.
- Plans for learning and play that include play based experiences with everyday language and literacy concepts and expose children to increasingly complex vocabulary and language structures.
- Documentation of children's learning that shows how the teacher has responded to or extended children's engagement in literacy and or numeracy concepts.
- Individual observation records and assessments that show progression of learning in literacy and numeracy.
- Plans for learning and play that support multi-lingual understandings and appreciation for a range of home languages.

Know the content and how to teach it

2.6.2 Standard Descriptor

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

FOCUS

Information and Communication Technology (ICT).

Evidence of teacher practice in an early childhood setting

- Plans for learning and play incorporate sensitive and responsive use of technologies relevant to the age and interests of the children.
- Evidence of child participation shows that ICT resources are relevant and meaningful to children's current knowledge, ideas, culture, abilities and interests.
- Teaching notes and reflections incorporate the use of ICT such as web research to enhance knowledge.
- Critical reflection on the use of technology in the program and its relevance for the children's learning.
- ICT supports children's thinking and learning across a range of learning experiences.
- Intentional teaching decisions and adaptations relating to the use of ICT for children of different ages and abilities.
- Evidence of engagement with families and ICT experts/professionals to explore relevant use of ICT with young children.
- Annotated examples of children's representations of their learning using ICT that shows what and how children are learning and developing.
- Teachers professional learning or reading which relates to current research and best practice guidelines to enhance their teaching using ICT with young children.

Standard 3

Plan for and implement effective teaching and learning

3.1.2 Standard Descriptor

Establish challenging learning goals

3.2.2 Standard Descriptor

Plan, structure and sequence learning programs

3.3.2 Standard Descriptor

Use teaching strategies

3.4.2 Standard Descriptor

Select and use resources

3.5.2 Standard Descriptor

Use effective communication

3.6.2 Standard Descriptor

Evaluate and improve teaching programs

3.7.2 Standard Descriptor

Engage parents/carers in the educative process



Plan for and implement effective teaching and learning

Standard Descriptor using terminology for application in early childhood settings:

3.1.2 Standard Descriptor

Set explicit, challenging and achievable learning goals for all children.

Australian Professional Standards for Teachers:

Set explicit, challenging and achievable learning goals for all students.



FOCUS

Establish challenging learning goals.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that articulate explicit, challenging and achievable learning goals for all children as part of the planning cycle and linked to the learning outcomes of the EYLF.
- Records of learning that show how children's current knowledge, ideas, culture, abilities and interests have been used to extend learning and play.
- Individual assessment records both formative and summative that show children's progression of learning.
- Records of discussions or meetings that outline the development of Individual Learning Plans (ILP) for children through collaboration with support staff, colleagues, other professionals and families.
- Short term and long term planning for all children's current and future learning linked to the EYLF.
- Critical reflection of the effectiveness of learning opportunities, environment and experiences linked to the EYLF outcomes.
- Teacher lead discussion about long term goals for learning – may include teachers contributions to the Quality Improvement Plan (QIP).
- Collaboration with families or other specialists in developing learning goals and strategies for children with diverse learning abilities.

Plan for and implement effective teaching and learning

Standard Descriptor using terminology for application in early childhood settings:

3.2.2 Standard Descriptor

Plan and implement well-structured learning and teaching programs or learning that engage children and promote learning.

Australian Professional Standards for Teachers:

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



FOCUS

Plan, structure and sequence learning programs.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that show evidence of the planning cycle and respond to children's current knowledge, ideas, culture, abilities and interests.
- Plans for learning and play that show evidence of how intentional teaching decisions and care routines are adapted to suit children's interests and engagement.
- Plans for learning and play that extend children's thinking, promote problem-solving and higher order thinking.
- Critical reflection that shows how children have responded to intentional teaching decisions to engage them in learning and play.
- Annotated examples of children's representations of learning and contributions to discussions about their learning.
- Meeting minutes or notes where the teacher has led discussions about the development of ideas for curriculum content including transitions and routines.
- Annotated examples of pedagogical documentation or group projects that demonstrate shared learning experiences that contribute to higher order thinking.
- Plans for learning and play that incorporate intentional teaching strategies to engage children in sustained shared thinking.

Plan for and implement effective teaching and learning

3.3.2 Standard Descriptor

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

FOCUS

Use teaching strategies.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play show a variety of teaching and learning strategies (including those that involve children in problem solving, critical and creative thinking) that link to EYLF learning outcomes.
- Plans for learning and play which show the selection and use of appropriate ICT based strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- Critical reflection relating to teaching decisions and pedagogies.
- Minutes of team meetings or notes of conversations led by the teacher about effectiveness of teaching strategies.
- Peer/mentor feedback provided through performance appraisal relating to teaching strategies.
- Careful selection of resources and provisions in the environment to encourage problem solving, critical and creative thinking.
- Records of learning that demonstrate the teacher designing and using effective questioning and/or discussion techniques to support sustained shared thinking.
- Records of learning that show intentional inclusion of content to engage children in higher order thinking, problem solving, and critical and creative thinking.
- Care routines include plans for learning and strategies to support increasing autonomy and independence.

Plan for and implement effective teaching and learning

3.4.2 Standard Descriptor

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

 **FOCUS** | Select and use resources.

Evidence of teacher practice in an early childhood setting

- Critical reflection that shows that the teacher has introduced a variety of resources to support the development of engaging learning opportunities for children.
- Plans for learning and play that demonstrate the teachers selection of resources including ICT, to engage children in meaningful learning across a wide range of experiences.
- Critical reflection and discussions relating to the use of ICT resources with young children.
- Critical conversations with families and other professionals that inform the use of ICT in the program – meeting notes, newsletters etc.
- Teacher's contributions to the Quality Improvement Plan (QIP) that shows intentions for developing the learning environment.
- The environment provides for a broad range of resources that enable children to make choices in learning and play.
- The teacher provides rich learning opportunities in both the indoor and outdoor environments.
- Annotated examples of children's representations of their learning that show engagement with a range of interesting and engaging resources.

Plan for and implement effective teaching and learning

Standard Descriptor using terminology for application in early childhood settings:

3.5.2 Standard Descriptor

Use effective verbal and non-verbal communication strategies to support children's understanding, participation, engagement and learning.

.....

Australian Professional Standards for Teachers:

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



FOCUS

Use effective communication.

Evidence of teacher practice in an early childhood setting

- Peer/mentor feedback from performance appraisal relating to teachers use of verbal and non-verbal communication with children.
- Critical reflection relating to use of verbal and non-verbal communication in responding positively and inclusively to all children – may include augmentative communication, signing and visuals.
- The teacher models grammatically acceptable and precise language.
- Records of learning that show evidence of the teacher using effective questioning and/or discussion techniques to support sustained shared thinking.
- Plans for learning and play that show specific strategies to support children's emerging verbal and non-verbal literacy skills.
- Teacher uses a range of communication strategies to engage children in care routines and transitions.
- Plans for learning and play that show intentional teaching decisions and the inclusion of explicit strategies for introducing new and relevant vocabulary, suited to the age, interests and abilities of the children.
- Records of learning that demonstrate the strategies used to accommodate children's emerging literacy and numeracy skills.
- The teacher uses a range of strategies to engage children and maintain their interest.
- Critical reflection on the teacher's communication strategies and adaptations made to accommodate a range of ages and learning styles.

Plan for and implement effective teaching and learning

Standard Descriptor using terminology for application in early childhood settings:

3.6.2 Standard Descriptor

Evaluate personal teaching and learning programs using evidence, including feedback from children and child assessment data, to inform planning.

.....

Australian Professional Standards for Teachers:

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



FOCUS

Evaluate and improve teaching programs.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that include adaptations or adjustments based on evaluation of feedback from children, families, colleagues and assessment records.
- Records of meetings with peers/mentor to reflect on teaching, planning and children's learning.
- Critical reflection includes feedback from children and families that informs future plans for learning and play.
- Teacher led collaborative consultation where feedback informs future plans.
- Critical reflection of children's learning and development, both as individuals and in groups which shows links to teaching decisions.
- Practitioner inquiry or teacher research projects that use child observations and assessment as a strategy for reflecting on practice.

Plan for and implement effective teaching and learning

Standard Descriptor using terminology for application in early childhood settings:

3.7.2 Standard Descriptor

Plan for appropriate and contextually relevant opportunities for families to be involved in their children's learning.

Australian Professional Standards for Teachers:

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



FOCUS

Engage parents/carers in the educative process.

Evidence of teacher practice in an early childhood setting

- Relevant program documentation demonstrates how families' skills, knowledge and expertise have been used in accordance with service policies to enhance teaching and learning experiences.
- Emails, newsletters and other records of communications between the teacher and families to encourage involvement in service activities, decisions, experiences and programs.
- Samples of two-way communication between the teacher and families, including opportunities for feedback on children's learning, parent meetings, surveys.
- Samples of input by families – e.g. suggestions, informal conversations about their child's interests, contribution to documentation or learning stories, supply of resources or expertise to support the learning program.
- Documentation of the teacher's involvement in a range of family participation events – e.g. parent meetings, social events, information events, open days and orientation visits.
- Records of participation in and preparation for teacher meetings with families.

Standard 4

Create and maintain supportive and safe learning environments

4.1.2 Standard Descriptor

Support student participation

4.4.2 Standard Descriptor

Maintain student safety

4.2.2 Standard Descriptor

Manage classroom activities

4.5.2 Standard Descriptor

Use ICT safely, responsibly and ethically

4.3.2 Standard Descriptor

Manage challenging behaviour



Create and maintain supportive and safe learning environments

Standard Descriptor using terminology for application in early childhood settings:

4.1.2 Standard Descriptor

Establish and implement inclusive and positive interactions to engage and support all children in early childhood setting activities.

Australian Professional Standards for Teachers:

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

 **FOCUS**

Support student participation.

Evidence of teacher practice in an early childhood setting

- Critical reflective notes or meeting minutes about changes to the environment, learning context or communication strategies to support children's engagement in learning and play experiences.
- Plans for learning and play that include the teacher's intentional strategies for promoting in children respect for others, working together, resolving differences and acknowledging the rights of self and others.
- Individual child records that document decisions to respond to individual differences in communication.
- Plans for learning and play that include specific reference to strategies for guiding children's behavior.
- Documented guidance of child's behaviour including implementation of an individual behaviour support plan as required.
- Plans for learning and play that incorporate and are reflective of children's prior experiences and learning needs.
- Children's involvement in the development of expectations for behavior and resolution of conflicts.
- Teacher's engagement with families to develop shared and consistent approaches to expectations for learning and play.
- Adaptations to the environment to assist full participation of children in learning and play.
- Minutes of meetings and discussion led by the teacher to support positive interactions with all children.

Create and maintain supportive and safe learning environments

Standard Descriptor using terminology for application in early childhood settings:

4.2.2 Standard Descriptor

Establish and maintain orderly and workable routines to create an environment where child time is spent on playing and learning.

Australian Professional Standards for Teachers:

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

 **FOCUS**

Manage classroom activities.

Evidence of teacher practice in an early childhood setting

- Daily program overview that shows evidence of balance and choice of learning opportunities including routines, transitions, small and large groups and opportunities for individual experiences.
- Plans for learning and play that show choices available for children and a balance of opportunities for child-led and teacher-led play and learning.
- Meeting minutes or notes of conversations led by the teacher where decisions about the routine or environment have been discussed and changes made.
- Plans for routines that demonstrate a balance of teacher guided and independent engagement.
- Organisation of the day and resources that allows for large blocks of time for children to engage deeply in investigations and to re-visit or extend on their play and learning.
- Transitions are smooth and designed to reduce waiting time and congestion.
- Spontaneous learning experiences or learning through routines where the teacher responds to the children's cues.
- Individually negotiated caregiving routines for infants and toddlers.
- Examples of teacher developed strategies/methods used to communicate routines with children – e.g. posters, visual supports etc.

Create and maintain supportive and safe learning environments

Standard Descriptor using terminology for application in early childhood settings:

4.3.2 Standard Descriptor

Manage challenging behaviour by establishing and negotiating clear expectations with children and address behavior issues promptly, fairly and respectfully.

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Australian Professional Standards for Teachers:

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



FOCUS

Manage challenging behaviour.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play that reflect the setting's policies in relation to behavior guidance.
- Documents such as emails, letters or notes from conversations and meetings that show how the teacher follows up on agreed actions with individual children.
- Plans for learning and play that include discussion with children about expectations for fair and respectful behavior.
- Records of learning that include reflection on behavior guidance strategies.
- Peer or mentor feedback from performance appraisal in relation to guiding children's behavior.
- Documents that show the teacher's development of resources to help children understand and work with the behavior expectations for the setting.
- Behaviour guidance approaches developed in consultation with other educators and professionals.
- Documents that show family involvement/consultation/feedback that focus on collaborative behaviour strategies.
- Children's involvement in the development of expectations for behavior and resolution of conflicts.
- Critical reflection relating to ongoing plans and strategies for behavior guidance.
- Teacher research and/or participation in professional learning about behaviour guidance.
- Communication with families relating to behavior guidance – e.g. newsletter developed by the teacher, organisation of information sessions for families etc.
- Individual learning plans with input from family and child.
- Engagement with outside agencies or other professionals with knowledge of specific behavior issues and strategies.
- Intentional strategies to plan or adapt the environment to support positive behavior and engagement in learning and play.

Create and maintain supportive and safe learning environments

Standard Descriptor using terminology for application in early childhood settings:

4.4.2 Standard Descriptor

Ensure children's wellbeing and safety within service by implementing service and/or system, curriculum and legislative requirements.

.....

Australian Professional Standards for Teachers:

Ensure students' well-being and safety within the service by implementing service and/or system, curriculum and legislative requirements.

 **FOCUS**

Maintain student safety.

Evidence of teacher practice in an early childhood setting

- Understanding of and participation in professional learning relating to regulations, NQF, service policies and procedures, Child Protection and Work Health and Safety.
- Documentation to show recognition of risk assessments for individual children and referrals where relevant.
- Evaluations of safety procedures that are led by the teacher and practiced with children to ensure children's knowledge of and experience of the setting's safety procedures – e.g. emergency evaluations, lock down etc.
- Teachers' participation in and review of safety and hazard checklists and risk management planning.
- Excursion plans and risk assessments formulated by the teacher.
- Teacher's involvement in active discussions and evidence of staff meeting participation which demonstrates knowledge and awareness of WHS and child protection, as they relate to the group and to individual children.
- Participation in and implementation of setting based policy and procedures for reporting accidents and injuries to families.
- Contextual knowledge of serious incident notification procedures and protocols.

Create and maintain supportive and safe learning environments

4.5.2 Standard Descriptor

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

FOCUS

Use ICT safely, responsibly and ethically.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play which show explicit strategies to promote safe, responsible and ethical use of ICT in play and learning.
- Children are provided with opportunities to engage in the meaningful use of a range of technologies.
- Records of learning that incorporate children's interests and the use of technology to promote learning.
- Critical Reflection/meeting minutes relating to discussion on the purpose of ICT in early learning environment.
- Monitoring ICT use to ensure it is safe and purposeful.
- Reflection on the appropriate use of apps and ICT with young children that is age appropriate, open ended and safe.
- Newsletters/guidance for families on the use of media for young children based on current research.
- Teacher promotes children's involvement in the development of guidelines for equitable and appropriate use of technology.
- Teacher consults with specialists to consider technologies to support children with diverse learning needs.

Standard 5

Assess, provide feedback and report on student learning

5.1.2 Standard Descriptor
Assess student learning

5.4.2 Standard Descriptor
Interpret student data

5.2.2 Standard Descriptor
Provide feedback to students on their learning

5.5.2 Standard Descriptor
Report on Student achievement

5.3.2 Standard Descriptor
Make consistent and comparable judgements



Assess, provide feedback and report on student learning

Standard Descriptor using terminology for application in early childhood settings:

5.1.2 Standard Descriptor

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

.....

Australian Professional Standards for Teachers:

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



FOCUS

Assess student learning.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play reflect the teacher's observation of children's interests, abilities and assessment of their learning and development progress.
- Reflective notes that show how plans for assessment have a clear purpose and are regularly reviewed.
- Formative assessments such as analysed observations, jottings, learning stories or examples of children's representations of their learning.
- Records of learning demonstrate the teacher's analysis that reflects contemporary theories and links to the learning outcomes of the EYLF.
- Family input or contribution to the teacher's understanding of the child.
- A range of assessment approaches that show the child's progress towards goals and learning outcomes.
- Summative assessments where the teacher analyses the child's strengths and learning needs – e.g. analytic summary, transition to school statement.
- Pedagogical documentation that includes analysis and assessment of children's learning.
- Child's input to evaluating and assessing their own achievements and challenges.
- Learning Stories that include analysis and assessment of children's learning.
- Records of using assessment data from professionals such as speech therapists, occupational therapists and psychologists in planning for children's learning.

Assess, provide feedback and report on student learning

Standard Descriptor using terminology for application in early childhood settings:

5.2.2 Standard Descriptor

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

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Australian Professional Standards for Teachers:

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

FOCUS

Provide feedback to students on their learning.

Evidence of teacher practice in an early childhood setting

- Observation records and examples of formative and summative assessment that are available for children and families to share and discuss.
- Intentional teaching strategies that incorporate feedback and reflection with children about their learning.
- Conversations where children are engaged in dialogue about their ongoing progress and development at a particular learning experience or task.
- Children's responses to feedback – trying again, developing the idea, showing another child, etc.
- Intentional teaching strategies including open ended questioning, providing feedback, challenging thinking and guiding children's learning to facilitate sustained, shared thinking
- Summative and formative assessments where children and/or families have made a contribution to reflecting on their own learning.
- Individual learning plans for children that are informed by children, families and teachers
- Spontaneous conversations and narration of what and how infants and toddlers are learning.

Assess, provide feedback and report on student learning

Standard Descriptor using terminology for application in early childhood settings:

5.3.2 Standard Descriptor

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

.....

Australian Professional Standards for Teachers:

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



FOCUS

Make consistent and comparable judgements.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play are individualised for children to address specific issues identified by observation, family feedback, children's records.
- Individual child records that are shared with other educators and/or families to support consistent strategies for learning and development.
- Pedagogical Documentation as evidence of children's collaborative learning and multiple perspectives of educators working with those children.
- Formative and summative assessment records that inform future teaching decisions.
- Assessment of children's abilities and engagement in experiences used to develop future learning goals.
- Reflective notes that show how plans for assessment have a clear purpose and are regularly reviewed to ensure relevance for children and families and to inform their teaching approaches and curriculum decisions.
- Minutes of meetings where the teacher has led discussions relating to child assessments and implications for future teaching plans.
- Notes from meetings with families where assessments are used as a basis for collaborative plans for a child's future learning and development.
- Records of learning are linked to and demonstrate interpretation of theories of learning and development.
- Examples of child input into assessment of their learning and development.

Assess, provide feedback and report on student learning

Standard Descriptor using terminology for application in early childhood settings:

5.4.2 Standard Descriptor

Use child assessment data to analyse and evaluate children's understanding of subject/content, identifying interventions and modifying teaching practice.

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Australian Professional Standards for Teachers:

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



FOCUS

Interpret student data.

Evidence of teacher practice in an early childhood setting

- Plans for learning and play demonstrate the planning cycle and identify individual child's learning goals.
- Plans for learning and play are analysed, draw on current theory and literature to demonstrate modifications for individuals and/or groups as a result of child observation.
- Intentional teaching strategies for individuals or groups of children informed by observation and assessment identify children's strengths, interests and areas of need.
- Records of meetings with other educators regarding a child's progress towards learning outcomes.
- Formative and summative assessments that have informed teaching decisions.
- Individual Education Plans (IEP) with progress notes.
- Records of learning that include reflection on planned experiences and child engagement.
- Evidence of discussions with families regarding children's abilities and referrals to intervention and support services.
- Individual summative assessments that identify a child's strengths, interests and ongoing plans and goals reflecting the learning outcomes of the EYLF – e.g. Transition to School Statement or analytic summary.

Assess, provide feedback and report on student learning

Standard Descriptor using terminology for application in early childhood settings:

5.5.2 Standard Descriptor

Report clearly, accurately and respectfully to families about their child's achievement making use of accurate and reliable records.

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Australian Professional Standards for Teachers:

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



FOCUS

Report on Student achievement.

Evidence of teacher practice in an early childhood setting

- Clear reliable and respectful child records that are shared with families.
- Notes from meetings held to discuss a child's progress with families or other professionals in accordance with service policy and practice.
- Communication with families demonstrating regular liaison regarding a child's learning and development.
- Preparation for family meetings showing reliable and respectful summative assessments of a child's strengths, needs and interests to identify future learning goals.
- Children's formative and summative assessment are analysed and demonstrate the teachers understanding of relevant pedagogies and theories of learning and development.
- Feedback from families is implemented in program and plans.
- Clear reliable and respectful summative assessments, analytic summaries and/or transition to school statement.

Standard 6

Engage in professional learning

6.1.2 Standard Descriptor

Identify and plan professional learning needs

6.3.2 Standard Descriptor

Engage with colleagues and improve practice

6.2.2 Standard Descriptor

Engage in professional learning and improve practice

6.4.2 Standard Descriptor

Apply professional learning and improve student learning



Engage in professional learning

6.1.2 Standard Descriptor

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

FOCUS

Identify and plan professional learning needs.

Evidence of teacher practice in an early childhood setting

- Meeting records with supervisor and/or colleagues regarding performance review/appraisal that reflect the APST.
- Professional learning plan that is linked to Descriptors from the APST, NQS and EYLF.
- Record of engagement in professional learning activities that relate to the APST (for example, listening to and learning from colleagues, professional reading, working with or as a mentor or coach, undertaking post-graduate study, participating in service based professional learning projects.
- Engagement with the standards is documented and reflected on with input from colleagues.
- Critical reflection on practice as it relates to the APST and/or evidence of engagement in professional dialogue with colleagues, professional teaching blogs or communities of practice.
- Examples of Teacher Action Research or Practitioner Inquiry Projects that reflect the teacher's engagement with professional challenges relating to the APST.

Engage in professional learning

6.2.2 Standard Descriptor

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

FOCUS

Engage in professional learning and improve practice.

Evidence of teacher practice in an early childhood setting

- Participation in professional learning activities to update knowledge and practice (including online professional learning opportunities, such as courses, blogs and webinars), targeted to early childhood services and sector priorities.
- Professional learning journal that contains self-analysis and reflection that informs professional learning needs and service priorities.
- Reflective notes from group discussion of professional reading.
- Annotated articles or professional reading logs with implementation notes for service practice.
- Engagement in performance planning and professional development.
- Participation in targeted professional development, implementation of knowledge and understanding to improve teaching practice.
- Participation in and application of an induction process.
- Teachers contribution to development of QIP in relation to their professional development.
- Teacher Action Research or Practitioner Inquiry Projects that reflect the teacher's engagement with professional challenges.

Engage in professional learning

6.3.2 Standard Descriptor

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

FOCUS

Engage with colleagues and improve practice.

Evidence of teacher practice in an early childhood setting

- Documented reflection on practice arising from professional discussions with colleagues, including other professionals with specialist knowledge that can build the teachers capacity to work effectively with children.
- Minutes of professional team meetings of which the teacher is an active participant, detailing evaluation and reflection on professional knowledge and practice.
- Participation in online or face to face discussions which shows the teacher's participation with colleagues.
- Feedback from supervisor/educational leader in constructive discussion around professional practice and knowledge.
- Use of a reflective journal or similar process where feedback is considered and goals established.
- Engaging other educators in critical conversations and/or Practitioner Inquiry Projects to better understand professional challenges and improve practice.
- Participation in performance review/appraisal which contributes to improvements in professional knowledge and practice.
- Involvement in communities of practice or learning circles focussed on teaching practice.

Engage in professional learning

Standard Descriptor using terminology for application in early childhood settings:

6.4.2 Standard Descriptor

Undertake professional learning programs designed to address identified child learning needs.

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Australian Professional Standards for Teachers:

Undertake professional learning programs designed to address identified student learning needs.

 **FOCUS**

Apply professional learning and improve student learning.

Evidence of teacher practice in an early childhood setting

- Reflection on child learning and assessment data and identification of teacher's strengths and needs that informs the choice of professional learning to be sourced and undertaken.
- Professional learning plan which shows a range of professional learning activities that are based on identified professional challenges to address children's learning.
- Professional reading log showing reading and reflection undertaken which addresses identified professional challenges/interests.
- Sharing new understandings with colleagues to support children's learning – development of resources, information sharing following attendance at conference of professional learning session.
- Action Research/Practitioner Inquiry undertaken to address identified learning needs with a focus on improved teacher practice.
- Meeting notes/plans developed in collaboration with external professional agencies that have enhanced the teachers understanding and support of individual children with diverse needs.
- Inviting experts and professionals to inform teaching practice.
- Application of new understandings through engagement in professional learning – reflective journal etc.
- Establishing relationships and engage with outside agencies who can support professional learning.
- Professional journal entries identifying own areas of strengths and emerging skills linked to program content/curriculum areas that they wish to extend through their professional learning.

Standard 7

Engage professionally with colleagues, parents/carers and the community

7.1.2 Standard Descriptor

Meet professional ethics and responsibilities

7.3.2 Standard Descriptor

Engage with the parents/carers

7.2.2 Standard Descriptor

Comply with legislative, administrative and organisational requirements

7.4.2 Standard Descriptor

Engage with teaching and professional networks and broader communities



Engage professionally with colleagues, parents/carers and the community

7.1.2 Standard Descriptor

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

FOCUS

Meet professional ethics and responsibilities.

Evidence of teacher practice in an early childhood setting

- Communication with families/permissions that outline ethical practice relating to privacy provisions of children's images and work samples.
- Reference or endorsement from principal/employer/director/management.
- Meeting records, emails and other communications which show an understanding of mandatory reporting requirements.
- Annotated examples of reflection on ECA Code of Ethics – meeting minutes, notes of conversations with other educators.
- Examples of communications with families, other educators and children about ethical issues – notes from discussions with families, newsletter contributions, displays, interaction with children's families and colleagues.
- Feedback and observations from mentor/supervisor.
- Sign off on organisational Code of Conduct.
- Examples of initiating conversations about ethical practice with other educators – meeting notes, shared readings etc.
- The teacher reflects on and has input into review of centre policies regarding ethics and conduct such as confidentiality and relationships with families, children and colleagues.

Engage professionally with colleagues, parents/carers and the community

7.2.2 Standard Descriptor

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

FOCUS

Comply with legislative, administrative and organisational requirements.

Evidence of teacher practice in an early childhood setting

- Documentation demonstrating compliance with relevant legislative, administrative, organisational and professional requirements.
- Meeting records and other communications which show an understanding of mandatory reporting requirements.
- Engagement in relevant training or refresher courses relating to mandated professional requirements – e.g. Child Protection, Keep Them Safe, Mandatory Reporter Guide, First Aid, Asthma and Anaphylaxis Training.
- Evidence of teacher developed management plans for children's health needs – e.g. medical, inclusion, dietary.
- Teacher involvement in specific service legislation requirements for Regulations/Law – e.g. environmental safety checklist, excursion risk assessment.
- Teacher's participation and contribution to the Quality Improvement Plan.
- Teacher's involvement in development of WHS policies and procedures.
- Teacher's participation in policy development and review which relates to legislative requirements.
- Participation in professional learning undertaken regarding relevant legislative, administrative, organisational and professional requirements and teacher accountability requirements.

Engage professionally with colleagues, parents/carers and the community

Standard Descriptor using terminology for application in early childhood settings:

7.3.2 Standard Descriptor

Establish and maintain respectful collaborative partnerships with families regarding their children's learning and wellbeing.

Australian Professional Standards for Teachers:

Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.



FOCUS

Engage with the parents/carers.

Evidence of teacher practice in an early childhood setting

- Performance review or appraisal documents reflecting the teacher's relationships with families.
- Examples of involving families in decision making opportunities for their child. For example, parent goals, participation in the program, feedback on the program.
- Documentation and records of child progress and other written communications with families that demonstrate respect and collaboration regarding the child's learning and well-being.
- Planning notes for meetings with families regarding the child's learning and well-being.
- Invitations for families to contribute to the education programme, newsletters and other events.
- Written feedback from families that demonstrate respect and collaboration regarding child's learning and well-being.
- Analytic summaries, transition to school statements and portfolios being shared with families and inclusion of family feedback into future planning – e.g. parent goals.
- Newsletter articles written by the teacher relating to children's learning and wellbeing.
- Exchange of daily information about the involvement and experiences of infants and toddlers.
- Participation in orientation and information gathering for new children.
- Teacher and family involvement in plans for children's transitions to the EC setting, within the EC setting and from the EC setting.
- Participation in family/teacher meetings.

Engage professionally with colleagues, parents/carers and the community

7.4.2 Standard Descriptor

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

FOCUS

Engage with teaching and professional networks and broader communities.

Evidence of teacher practice in an early childhood setting

- Participation in teacher and professional networking meetings, including online educational forums, with reflections that show how knowledge has been broadened and/or practice has been improved and shared with colleagues.
- Participation in professional networking through face to face, online forums.
- Engagement with Peak Bodies – e.g. signing up for newsletters, attendance at peak agency meetings and forums.
- Record of activities undertaken in a professional network.
- Active engagement and recording of reflection on professional reading to extend knowledge.
- Participation in Inter-agency groups.
- Attendance at professional workshops and conferences with reflection on changes to professional practice.
- Memberships and subscriptions to professional organisations.
- Evidence of engagement with community cultural groups including Aboriginal and Torres Strait Islander groups and/or Elders where EC setting is located.



For additional resources or to get in touch visit: