



Completed reports, together with a copy of the completed Evidence Map, must be scanned and submitted electronically to tqi@act.gov.au.

Please use 'Teacher Name – TQI Number – Principal's Recommendation Report' as the subject line.

Principal's Recommendation Report

Full Registration

TEACHER

REGISTRATION



FULL REGISTRATION APPLICANT

Given Name(s)	Surname
Contact Phone	Date
TQI Registration Number	

SCHOOL INFORMATION

Name of School	
Faculty / Team	Period of employment at this school (DD/MM/YY to DD/MM/YY)
<p>School context</p> <p>Year levels and/or subjects taught by the applicant and other roles undertaken within the school community.</p>	
<p>Professional Support Program</p> <p>Professional support and supervision provided to the applicant.</p>	

SCHOOL-BASED PROFESSIONAL GUIDANCE PANEL (PGP)

The applicant's portfolio of evidence was presented to, and this report was completed by, the following panel members

Mentor/Advisor	Signed	Date
Supervisor	Signed	Date
Principal	Signed	Date
Principal's Delegate	Signed	Date
Additional Panel Member	Signed	Date

PLEASE NOTE

The report **must** be signed by all PGP panel members and the declarations approved and signed by the Principal. Applicant's will receive an acknowledgment email upon receipt of the report.

**PLEASE
NOTE****To use the spellcheck function in this form:**

- click 'Edit' (top left)
- select 'Check Spelling' from the drop-down menu
- select 'Check Spelling in Comments and Fields'.

To see spelling errors underlined in red:

- click 'Edit' (top left)
- select 'Preferences' from the drop-down menu
- choose 'Spelling' from the Categories list on the left
- tick the 'Check spelling while typing' check box.

PORTFOLIO DETAILS

Please indicate the format of the Portfolio presented:

Paper-based

Digital

Hybrid (a combination of paper-based and digital)

**Principal's Recommendation
Report summary comments***(Maximum 1,200 characters)***Evidence provided to the panel**

Please provide a list of the
evidence sighted by the panel.

(Maximum 1,400 characters)

RECOMMENDATION PROCESS

COMPLETING THIS REPORT

To approve full registration, TQI must be satisfied that the applicant has demonstrated to the panel that they meet the *Australian Professional Standards for Teachers* (the standards) at the **Proficient level**. The report **must provide detailed commentary** on how the evidence and written annotations demonstrate each specific descriptor at the proficient level of the standards (see report commentary sample provided, Page 13).

If the applicant has not demonstrated achievement of all seven standards at the proficient level, the report must identify the standards/descriptors that have been addressed and those requiring further development.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Professional Knowledge

Please tick the descriptors demonstrated by the applicant, and provide detailed commentary to explain how their evidence and written annotations demonstrate each specific descriptor of the proficient level standard.

Standard 1

Know students and how they learn.

- 1.1 Physical, social and intellectual development and characteristics of students.
- 1.2 Understand how students learn.
- 1.3 Students with diverse, linguistic, cultural, religious and socio-economic backgrounds.
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.
- 1.5 Differentiate teaching 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.

Explanation of how the applicant addressed the identified standard and all descriptors: *(Maximum 3,500 characters)*

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Professional Knowledge

Standard 2

Know the content and how to teach it.

- 2.1 Content and teaching strategies of the teaching area.
- 2.2 Content selection and organisation.
- 2.3 Curriculum, assessment and reporting.
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.
- 2.5 Literacy and numeracy strategies.
- 2.6 Information and Communication Technology (ICT).

Explanation of how the applicant addressed the identified standard and all descriptors: *(Maximum 3,500 characters)*

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Professional Practice

Standard 3

Plan for and implement effective teaching and learning.

- | | |
|---|---|
| 3.1 Establish challenging learning goals. | 3.5 Use effective classroom communication. |
| 3.2 Plan, structure and sequence learning programs. | 3.6 Evaluate and improve teaching programs. |
| 3.3 Use teaching strategies. | 3.7 Engage parents/carers in the educative process. |
| 3.4 Select and use resources. | |

Explanation of how the applicant addressed the identified standard and all descriptors: *(Maximum 3,500 characters)*

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Professional Practice

Standard 4

Create and maintain supportive and safe learning environments.

- 4.1 Support student participation.
- 4.2 Manage classroom activities.
- 4.3 Manage challenging behaviour.
- 4.4 Maintain student safety.
- 4.5 Use ICT safely, responsibly and ethically.

Explanation of how the applicant addressed the identified standard and all descriptors: *(Maximum 3,500 characters)*

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Professional Practice

Standard 5

Assess, provide feedback and report on student learning.

- 5.1 Assess student learning.
- 5.2 Provide feedback to students on their learning.
- 5.3 Make consistent and comparable judgements.
- 5.4 Interpret student data.
- 5.5 Report on student achievement.

Explanation of how the applicant addressed the identified standard and all descriptors: *(Maximum 3,500 characters)*

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Professional Engagement

Standard 6

Engage in professional learning.

- 6.1 Identify and plan professional learning needs.
- 6.2 Engage in professional learning and improve practice.
- 6.3 Engage with colleagues and improve practice.
- 6.4 Apply professional learning and improve student learning.

Explanation of how the applicant addressed the identified standard and all descriptors: *(Maximum 3,500 characters)*

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Professional Engagement

Standard 7

Engage professionally with colleagues, parents/carers and the community.

- 7.1 Meet professional ethics and responsibilities.
- 7.2 Comply with legislative, administrative and organisational requirements.
- 7.3 Engage with the parents/carers.
- 7.4 Engage with professional teaching networks and broader communities.

Explanation of how the applicant addressed the identified standard and all descriptors: *(Maximum 3,500 characters)*

RECOMMENDATION

School-Based Professional Guidance Panel

FULL REGISTRATION RECOMMENDED

The applicant,

- demonstrated achievement of all seven standards at the proficient level, as a requirement of the ACT Teacher Quality Institute for the purpose of progressing to full registration
- completed the required 180 days of teaching in an Australian or New Zealand School
- continued to engage in reflected Professional Learning
- maintained professional conduct.

NOTE TO PANEL Only complete this section if full registration is **NOT** recommended.

**FULL REGISTRATION
NOT RECOMMENDED**

The PGP has completed the assessment for full registration.

The applicant has not demonstrated that they have maintained professional practice against all seven standards at the proficient level of the *Australian Professional Standards for Teachers*.

FEEDBACK

Which standards/descriptors has the applicant successfully demonstrated?: (Maximum 3,500 characters)



Principal's Recommendation Report Full Registration

RECOMMENDATION

School-Based Professional Guidance Panel

FEEDBACK

Which outstanding standards/descriptors has the applicant not yet achieved?: *(Maximum 5,000 characters)*

DECLARATION

Principal and Applicant

PRINCIPAL

I confirm that I recommend the applicant for full registration.

I understand that the applicant may seek a review of their application and evidence by TQI, where they disagree with this recommendation. In the event of a review, TQI will contact the school for further information. Where delegated, I confirm this responsibility was delegated to the Principal's Delegate listed on Page 1.

Name

Signature

Date

APPLICANT

I declare that I have read this report and will retain a signed copy, along with a copy of the evidence portfolio submitted to the panel, for a period of two years for quality assurance and audit purposes.

Name

Signature

Date

APPENDIX

Standard 2

Report sample commentary

The evidence and annotations in this portfolio indicate that X has a comprehensive understanding of Standard Two.

Evidence Set One, a sequence of teaching and learning activities demonstrates X's ability to develop engaging and realistic learning opportunities so that all students, regardless of their abilities are able to achieve **(2.1)** and **(2.2)**. In order to plan her lessons, X consulted the ACARA website to develop both the unit goals and content descriptors reflecting their knowledge of curriculum, assessment and reporting requirements **(2.3)**.

X provided their students with opportunities to develop understanding and respect for ATSI histories, cultures and languages by incorporating tasks that suit Indigenous Learning Styles. X provided opportunity for students to explore the local indigenous culture by incorporating aspects of bush medicine into their learning activities **(2.4)**.

Differentiation of student tasks formed an essential part of X's planning. Each task incorporated a variety of activities, and students were able to choose activities based on their own preferred learning styles and strengths. X encouraged all students to set their own goals and motivated students of all abilities to challenge themselves with the variety of tasks on offer **(2.5)**. Furthermore, X's ability to apply knowledge of effective teaching strategies to support student's literacy and engagement is reflected in (Evidence Set Five), the Whole Class Feedback Activity where X played an engaging and humorous game to teach the skill of method writing.

Moreover, The Lesson Observation Notes (Evidence Set 6) targeted cross-curricula priorities of literacy to assist students develop detailed handwritten responses to a variety of scenarios. The peer observing X's classroom practice was able to compliment X on their literacy focus **(2.5)**.

X has been able to use a number of effective strategies to incorporate ICT. Students were encouraged to use their devices to research tasks and access information. X was creative in her use of ICT by encouraging students to use the X-Ray Photo Filter App as a method of engagement **(2.6)**.

Finally, (Evidence Set Four), The Risk Assessment and Lab Safety Lesson for a Year Seven class, where students had to create a poster of one of the rules of the Science Lab, effectively reinforces X's capacity to apply their knowledge to develop engaging teaching activities **(2.1)**.