

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)

School context

Year levels and/or subjects taught by the applicant and other roles undertaken within the school community.

Professional Support Program

Professional support and supervision provided to the applicant.

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 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- 1.2 Structure teaching programs using research and collegial advice about how students learn.
- 1.3 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 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.
- 1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- 1.6 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

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 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- 2.2 Organise content into coherent, well-sequenced learning and teaching programs.
- 2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- 2.4 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.5 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
- 2.6 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

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 Set explicit, challenging and achievable learning goals for all students. | 3.5 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement. |
| 3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. | 3.6 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. |
| 3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. | 3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. |
| 3.4 Select and/or create and use a range of resources, including ICT, to engage students in their learning. | |

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 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- 4.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- 4.3 Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- 4.4 Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.
- 4.5 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

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** Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- 5.2** Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- 5.3** Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- 5.4** Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- 5.5** Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

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** Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
- 6.2** Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- 6.3** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- 6.4** Undertake professional learning programs designed to address identified student learning needs.

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 codes of ethics and conduct established by regulatory authorities, systems and schools.
- 7.2** Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
- 7.3** Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.
- 7.4** Participate in professional and community networks and forums to broaden knowledge and improve practice.

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)

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 histories, cultures and languages of First Nations people incorporating tasks that suit their 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)**.